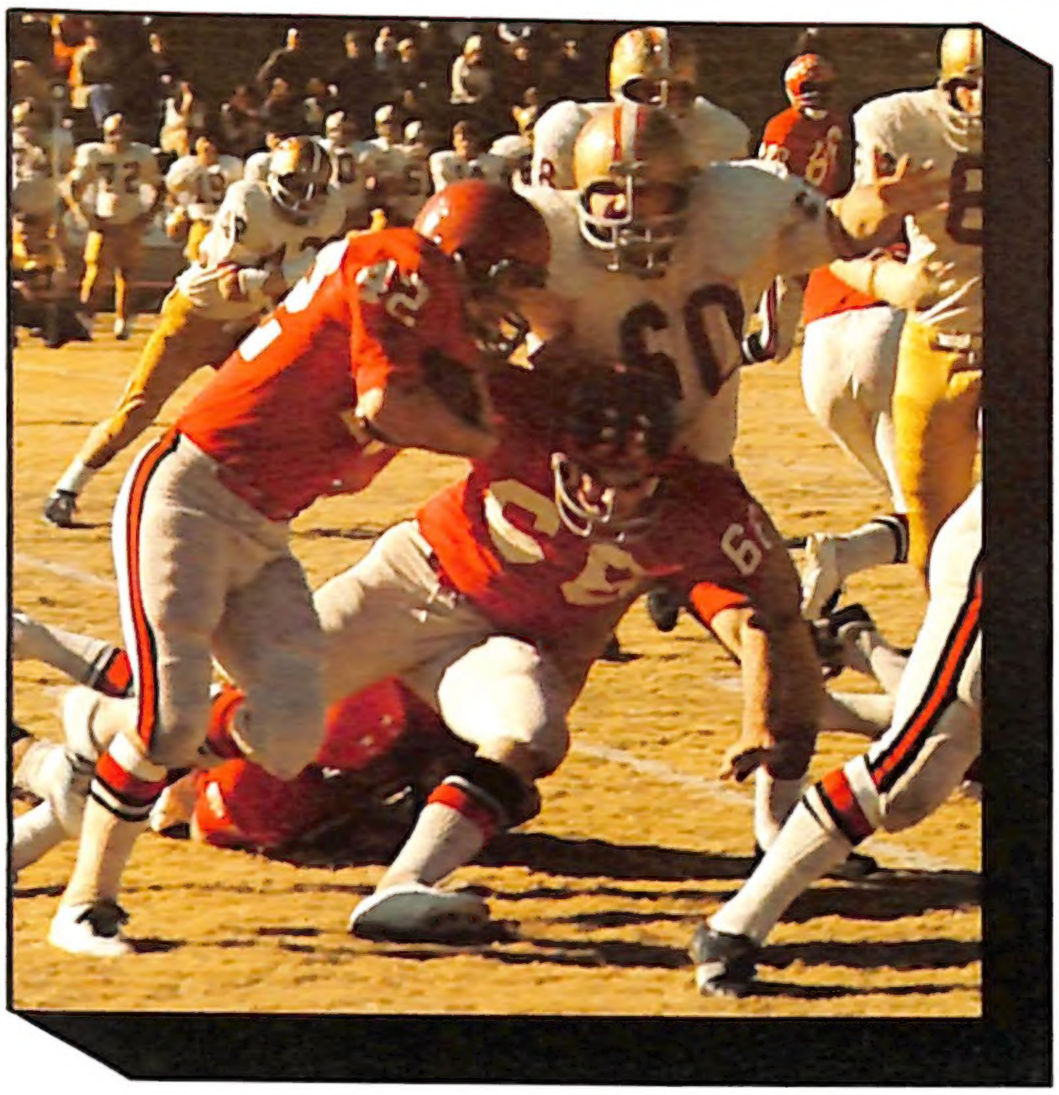
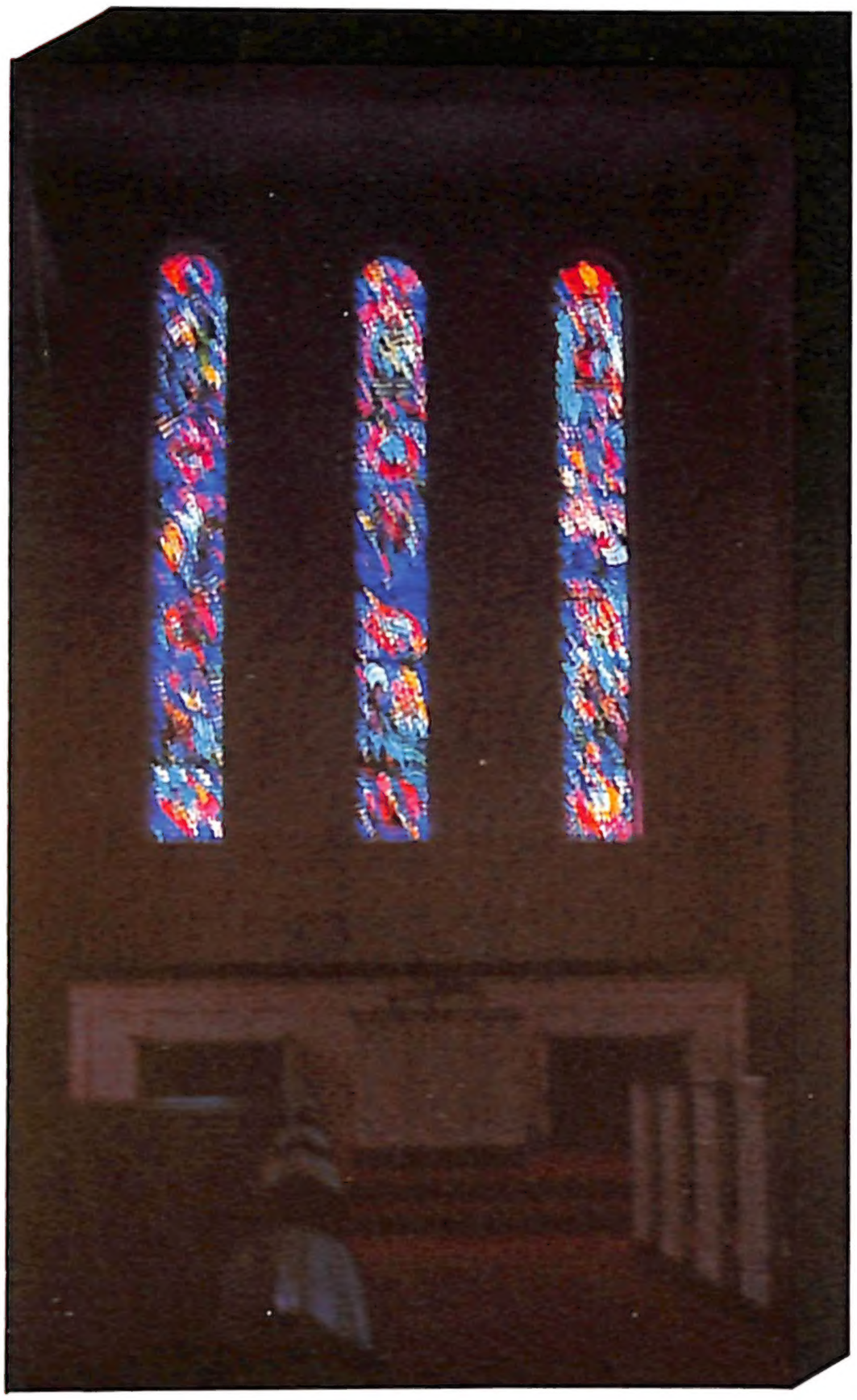
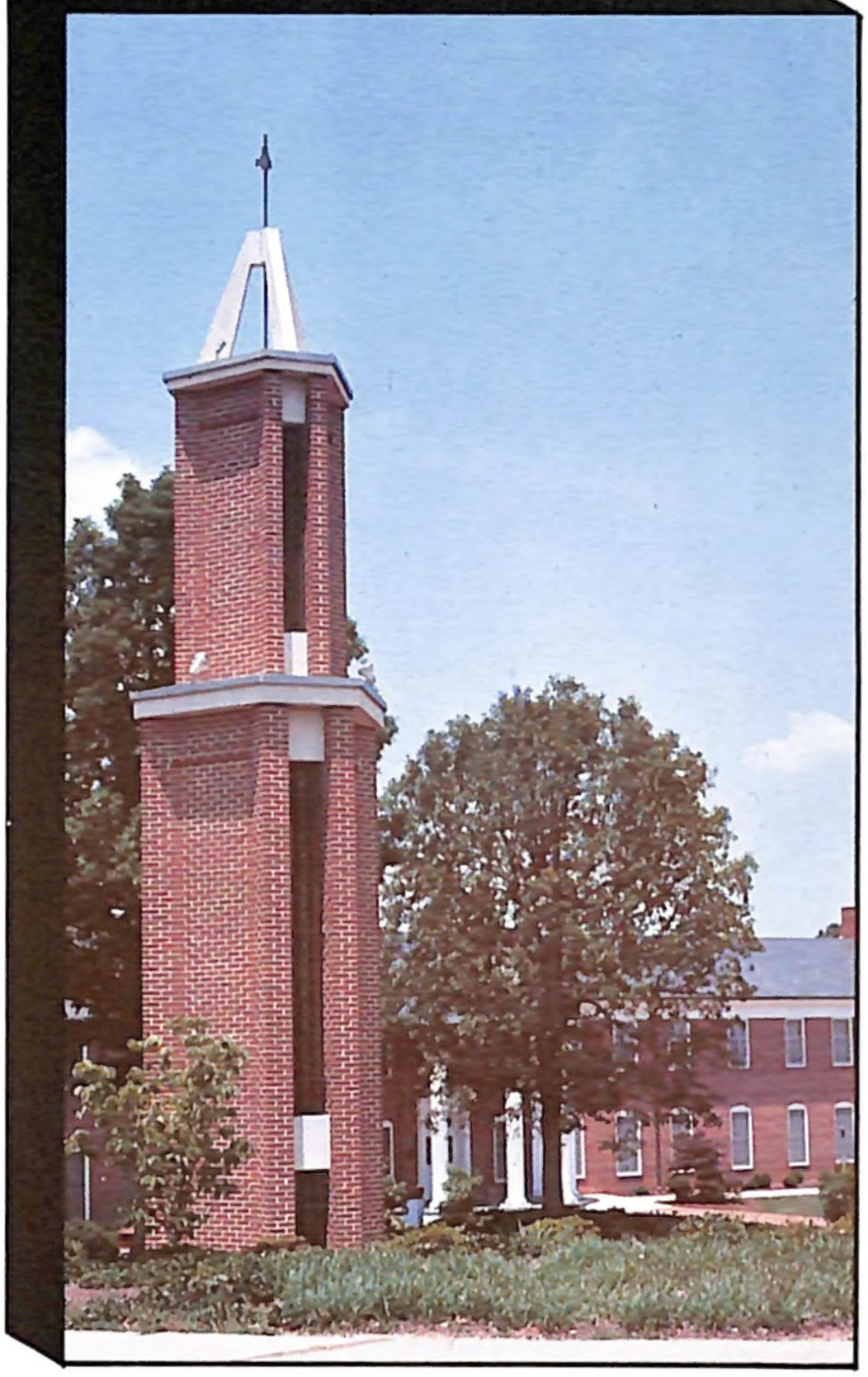








Gardner-Webb College

Catalog 1976-1977

CONTENTS

4/ Student Life

18/ General Information

24/ Admissions

30/ Financial Information

46/ Academic Information

135/ Calendar

138/ Registry

The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice.

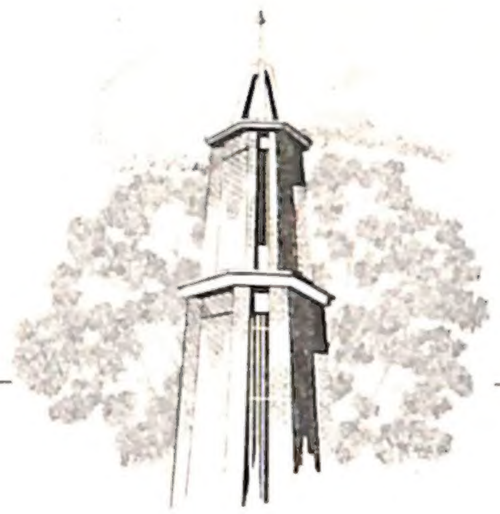
Gardner-Webb College

CATALOG 1976-1977



Boiling Springs,
North Carolina 28017
Telephone No. 704-434-2361





Gardner-Webb College

BOILING SPRINGS, NORTH CAROLINA 28017

FOUNDED 1905

OFFICE OF THE PRESIDENT

Dear Friend:

Gardner-Webb College is a unique school. It is a Baptist College that operates on the Free Enterprise System. That means it is not supported by tax monies. The most important source of support is prayer. Thousands of Baptist Christians and other Christians are praying for the College. The Baptists also support Gardner-Webb College through the Cooperative Program monies.

The students of Gardner-Webb College are mature people. They have a deep and abiding love for the school. They, along with the faculty, the staff, the administration, and the Boards, are the College. People are more important than buildings, equipment, or degrees.

As you enter Gardner-Webb College you will be encouraged to seek God's will for your life. You will also be inspired to give one hundred percent to your calling. When you discover God's will for your life and give that calling the best you have, you will find fulfillment and peace.

"Let everyone be sure that he is doing his best, for then he will have the personal satisfaction of work well done, and won't need to compare himself with someone else." Galatians 6:4. (Living Bible)

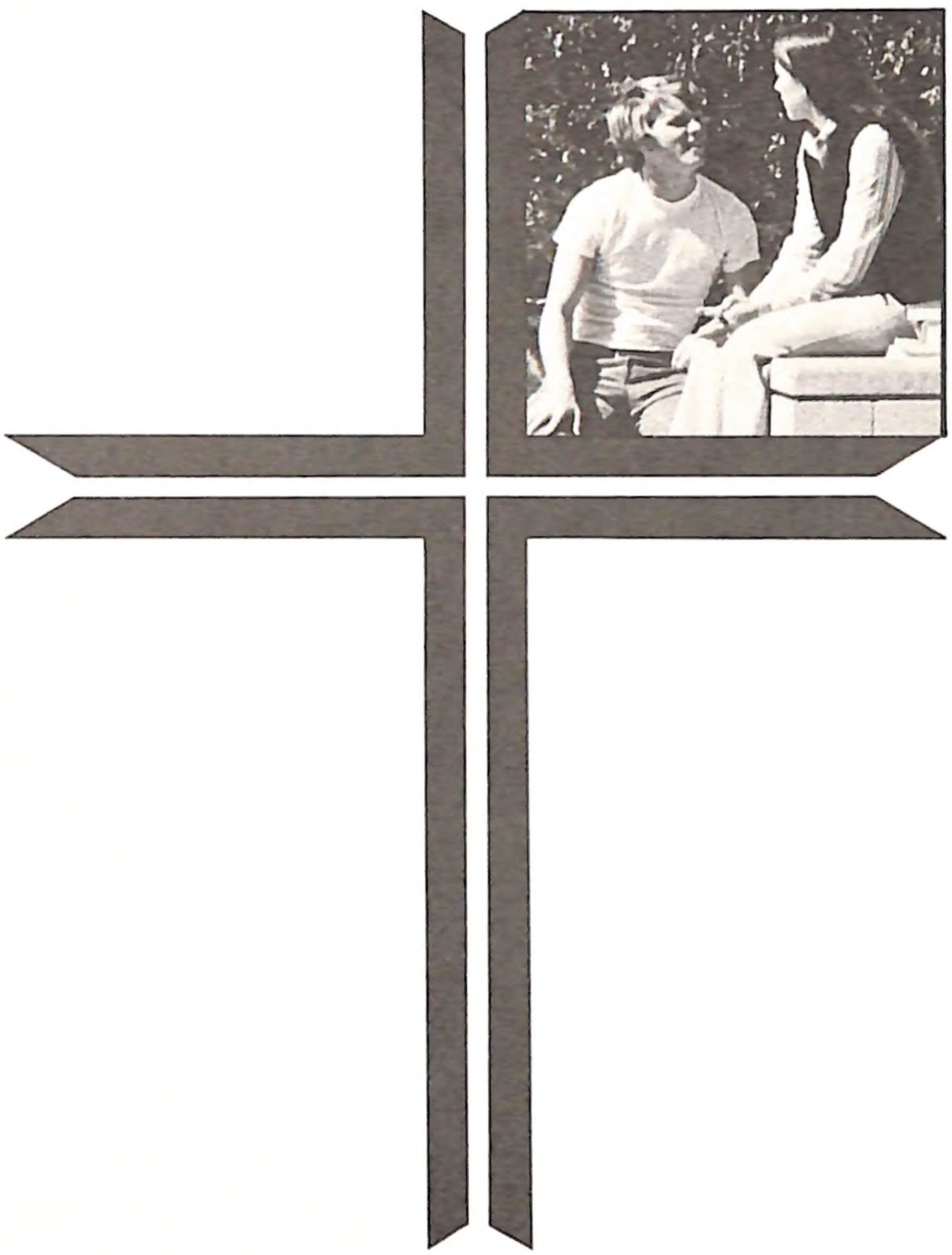
Sincerely,

E. Eugene Poston

E. Eugene Poston
President

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STUDENT LIFE



STUDENT LIFE

Campus life at Gardner-Webb College contributes to the avowed purpose of developing self-determining students who will follow the Christian way of life in their chosen vocations.

The Gardner-Webb student is involved with and is able to participate in any number of special activities outside the classroom. Extra-curricular clubs and organizations are an important facet of campus life. The college administration believes that diversified collegiate activities are necessary for a complete and well-rounded education. The spirit of the administration, therefore, is one of encouragement, with a view to making each activity contribute its utmost toward the growth and development of the individual.

The Gardner-Webb Student Handbook contains information regarding student government, rules and regulations, social life, campus organizations, dormitory regulations, laundry services, and other matters pertaining to college activities.

In general, all students at Gardner-Webb are assumed to possess the maturity, integrity, concern, interest, and responsibility needed to conduct themselves as ladies and gentlemen, with due regard for the feelings and rights of others.

Student Participation in Governance

Student Government Association (SGA): The Student Government Association of Gardner-Webb College includes in its membership all students of the college. The major branches of the SGA are the Student Senate, the Executive Body, and the College Judicial Council. The duties and responsibilities are contained within the SGA Constitution and Bylaws. The SGA promotes the general welfare of the student body, encourages extracurricular activities, and supports all campus social and service projects and campus elections.

The College Judicial Council is largely responsible for citizenship in the college community and for student discipline, campus code violations, and appeals from lesser judicial bodies. All disciplinary cases resulting in suspension or expulsion will be finally heard by the Executive Committee of the college.

The college administration in extending the rights and responsibilities of student government to the student body also makes it accountable for these responsibilities. Should the student government fail to exercise mature, responsible leadership, all or any part of this privilege would be withdrawn.

Association of Women Students (AWS): AWS is made up of all women students. AWS is responsible for initiating and directing all activities related to the interests and welfare of women students. Each residence hall for women has an organized hall council directly related to AWS.

House Councils: House Councils are made up of all men students and are responsible for initiating and directing all activities related to the interests and welfare of men students. Each residence hall for men has a president, vice-president, and secretary-treasurer.

Campus Code

The following Code of Conduct is an official part of Gardner-Webb College. Students who enroll at Gardner-Webb are agreeing through matriculation, to abide by this Code. The Trustees have voted that the following things will not be tolerated at Gardner-Webb and will result in disciplinary action and may result in suspension according to the seriousness of the violation.

1. *Dishonesty* — such as cheating, plagiarism, forgery, or knowingly furnishing false information.

2. *Theft* — theft or damage to property of Gardner-Webb College or a member of the college community.

3. *Immorality* — engaging in lewd, obscene or offensive behavior, speech, or writing.

4. *Drinking or possession of alcoholic beverages and/or use or possession of drugs* on campus or at college-related functions.

5. *Gambling* — in all forms.

6. *Hazing* — Hazing is prohibited by North Carolina Statute: 14-35. "Hazing: definition and punishment — It shall be unlawful for any student in any college or school in this State to engage in what is known as hazing, or to aid or abet any other student in the commission of this offense. For the purpose of this section, hazing is defined as follows: 'to annoy any student by playing abusive or ridiculous tricks upon him, to frighten, scold, beat or harass him, or to subject him to personal indignity.' Any violation of this section will constitute a misdemeanor."

7. *Unkempt appearance*
   Men — appropriately dressed at all times with hair neat, clean, well-styled and above the collar; moderate AFRO; no beards, *Women* — neatly and appropriately dressed and in keeping with the campus dress code.

8. *Demonstrations, riots, or disruptive behavior* which interferes with the purpose of the college.

9. *Disrespectful and/or insubordinate behavior.* Failure to respond to an official notice from an administrator, faculty, or SGA will be considered insubordinate behavior.

10. *The use, possession, or distribution on campus of firearms, explosives, fireworks, or knives* of unlawful length.

NOTE: All cases resulting in suspension or dismissal are to be reviewed by the Executive Committee of the college.

Organizations and Activities

Recognizing that active participation in student activities is a significant part of a student's total educational experience at Gardner-Webb College, many clubs and organizations offer opportunities of a varied nature so as to provide a well-rounded program to meet the needs of our student body. All clubs and organizations are faculty sponsored.

No secret societies are allowed among the students, and no organization is permitted unless approved as indicated below.

Interclub Council (ICC): ICC coordinates organizations on the Gardner-Webb campus. Any group planning to organize a new club or organization must follow the steps and policies governing the forming and affiliation of an organization. Various forms are acquired from the office of the Director of Student Activities. Clubs and organizations pertain to student life, academic disciplines, and religious, honor, or special services.





Religious Activities

The college assumes that each person will find his place in the religious life of the campus and community without coercion except through the inner urging of his own soul. It is recommended that students affiliate with and become active in a local church. Campus religious activities are a part of total college life and provide opportunities for Christian growth and first time commitment.

Weekly required chapel provides an opportunity for the entire student body to be together, contributing to the distinctly different quality of life at Gardner-Webb. Programs feature outstanding personalities who have distinct contributions to make to the intellectual, cultural, and spiritual life of the student body.

A religious emphasis week is held each semester. Persons competent in their fields not only lead group activities but meet students on a person-to-person basis during the week.

The Campus Minister and Baptist Student Union Director are on the college staff to minister to spiritual needs and coordinate religious activities. The Baptist Student Union and other denominational groups provide the framework for religious meetings and activities.

Student Center Board

The Student Center program is governed by the Student Center Board. The purpose of the Student Center Board is to expand and to coordinate the social, cultural, recreational, and educational opportunities of the Student Center program for the members of the Gardner-Webb College community. The popular artists, coffeehouse, recreational, film, publicity, cultural, and arts and crafts committees are standing committees of the Student Center Board.

Publications

"The Web", the college yearbook, "The Pilot", the student newspaper, the Student Handbook, and "Reflections" are publications edited by the students of the college. The staff of each is a selected group of men and women with a faculty advisor. "The Web", the monthly alumni publication, is distributed to alumni and other contributing friends.

Athletics

INTERCOLLEGIATE

The college is a member of the National Association of Intercollegiate Athletics and has intercollegiate teams in football, basketball, baseball, track, tennis, and golf. Students are given ample opportunity to try out for these teams.

INTRAMURAL

A full staff of qualified coaches and physical education professors work diligently to provide the type of athletic program that will benefit the student as he prepares for a full life after graduation from the college.

The purpose of the Intramural Program is to provide an opportunity for each student to participate in athletic competition—in a team, dual, or individual activity—of his or her choice. A wide variety of sports and activities is offered.



STUDENT SERVICES

Orientation

Orientation for all freshmen and transfer students begins with a worship service on Sunday with President E. Eugene Poston bringing the welcome message. The parents of all new students are invited and encouraged to attend this service. Later in the day, special attention is given to a Parents' Orientation period and the Student Government Association-Parents' Association Reception. Monday of orientation week is devoted to a general convocation and general testing. Tuesday's schedule includes academic sessions, registration, and picture taking. The SGA is in charge of Wednesday with its orientation periods. Various social activities are planned for the late afternoon and early evening hours during the week. Classes begin for all students on Thursday.

No student has completed his registration until he has met the requirements outlined in the orientation and testing schedule.

Guidance and Counseling

Personal attention to the needs of the individual student has long been a hallmark of Gardner-Webb College. Guidance and counseling is the principal responsibility of three offices — those of the Director of Counseling, the College Minister, and the Assistant Dean.

Gardner-Webb's commitment to the personal growth and development of each student is expressed through all aspects of campus life, but nowhere is that commitment more strongly felt than in the Office of Counseling Services. It is the purpose of this office to assist the student in making the best possible adjustment to college life and in preparing for future adjustments. The services provided by this office are: personal counseling on a confidential basis, residence hall and campus-wide discussion groups, workshops, personal growth groups, etc.

The Director of Counseling is available to assist the student in solving personal and social problems, overcoming emotional difficulties, finding solutions to marital or premarital problems, and in making vocational decisions.

Although most students who seek help refer themselves to the counseling office, on-campus counseling often originates from talks between a student and an interested professor. If the professor feels that the problems need professional attention, he will suggest that the student see the Director of Counseling. Should a situation warrant, a referral will be made to an off-campus counselor by the Director of Counseling.

The College Minister is pastor to the Gardner-Webb College family. He is available to each student, offering those services normally provided by a local pastor. His ministry is to the whole person with emphasis on the spiritual and religious aspects of campus and personal life.

Academic counseling is the responsibility of the Assistant Dean, working through the faculty. Individual guidance is provided for each student by a faculty adviser. At the beginning of the school year every student is assigned to an adviser on the basis of his academic and vocational interests and personal compatability. The adviser meets with his assigned students in group sessions and in individual conferences. The student is advised concerning his program of study and may discuss his vocational plans and personal problems with his adviser if he desires. The faculty adviser may become a friend with whom the student may share his problems in every area of life in confidence.

The Assistant Dean is also responsible for the various testing programs of the college, including the battery of orientation tests required of all freshmen. All test results are treated in a confidential manner.

Housing Regulations

1. All students of Gardner-Webb must meet the requirements of the college housing policy.
2. All students accepted for admission or readmission to Gardner-Webb must make a reservation deposit of $100 for boarding students and $50 for day students prior to the established deadline date for students entering the college for a given semester.
3. All college-owned and operated housing space must be assigned before eligible boarding students may be assigned to off-campus college-approved housing.
4. All unmarried students, including students divorced or separated, must live in the college dormitories, college-approved private housing, or in the homes of their parents or other close relatives.
5. All unmarried students, including students divorced or separated, cannot live in houses, apartments, house trailers, or other portable housing units, except as provided for in Number 4.
6. All unmarried students, including students divorced or separated, living in approved private housing in Boiling Springs are classified as boarding students and must purchase a meal plan, and are subject to the same regulations as dormitory students.
7. All unmarried students, including students divorced or separated, living in college-approved private housing in Shelby or nearby communities, may be considered as day students and are not required to purchase a meal plan.

8. All housing assignments for unmarried students, including students divorced or separated, must be cleared and approved through the proper office at the college.

9. All married students living with their spouses may live in their own homes, their parents' homes, rented or leased houses, apartments, house trailers, or other portable housing units, and may be classified as day students and are not required to purchase a meal plan.

10. All married students whose spouses do not accompany them to the campus will be required to live in college-approved housing as required of unmarried students.

11. Any student violating this housing policy or any part of it will be subject to suspension.

12. The college reserves the right to inspect all college-approved housing units.

13. The college reserves the right to make room assignments in the interest of all persons concerned and reserves the right to cancel any assignment in the interest of order, health, discipline, or other urgent reasons.

14. Exceptions, if any, to these Housing Regulations will be made by the Housing Committee. The student must make a written request to the Housing Committee for consideration for an exception.

Students are expected to preserve good order in the buildings and on the campus and to pay for any damage for which they are responsible.

Regular inspections are made of all rooms. Students who do not conform to regulations for neatness and order may be subject to disciplinary action and/or a fine.

Residence halls will open prior to the first day of registration of each semester. They will be closed at noon on the first day of the Christmas holidays and will reopen at noon on the last day of the Christmas holidays. The residence halls will close at noon the day after Commencement Day. Students who arrive before or remain after designated time will be charged an extra fee of $1.00 per day.

ROOM ASSIGNMENTS: Room assignments and reassignments are made through the Director of Men's/Women's Services. Every effort is made to notify freshmen of their residence hall and roommate well in advance. Upperclassmen have the opportunity near the end of each semester to make requests for rooms. The Director of Men's/Women's Services reserves the right to make room changes at any time when such changes may be necessary.

KEY DEPOSIT: A key deposit of $5.00 will be made when a room key is issued by the Residence Hall Director. The deposit will be refunded when the key is returned to the Residence Hall Director who issued it. It is most important that keys be returned when giving up a room. Lost keys may be replaced through the Director of Men's/Women's Services for $5.00.

Residential Buildings

HOUSING FOR WOMEN

James Webb Gardner Memorial Dormitory (Decker Hall): This three-story structure completed in the fall of 1948 at a cost of $230,000 is fireproof and furnishes attractive accommodations for 140 women. It is named in honor of the son of the late Mr. and Mrs. O. Max Gardner, Sr.

Hoey-Anthony-Padgett-Young Dormitory: The central section of this dormitory was constructed in 1946. The wings were added in 1948 to form an open quadrangle. The buildings were named by the Trustees as follows: The Suttle Dormitory is the east wing of the quadrangle, named in honor of the late Reverend John W. Suttle of Shelby, and the McMurry Dormitory is the west wing, named in honor of the late A. W. McMurry of Shelby. Hoey-Anthony Dormitory is the first floor of the central building, named in honor of the late Senator Clyde R. Hoey and in memory of his wife, Bess Gardner Hoey of Shelby, and in memory of J. A. Anthony and his wife, Ollie Gardner Anthony of Shelby. The Padgett-Young Dormitory is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King Padgett of Forest City, and in memory of Dr. Guilford Young and his wife, Florence Jackson Young of Forest City. This building has been remodeled to accommodate young women.

Stroup Dormitory: First used during the 1956-57 school year, the Stroup Dormitory provides living space for 100 women. It is a three-story, fireproof, brick structure, with adequate parlors, reading rooms, recreation areas, kitchenette, and laundry room. It is named in honor of Mrs. Mae Cline Stroup, a benefactor of the college, and in memory of her husband, Rush Stroup.

Nanney Hall: Completed in 1967, this residence houses 64 women students. It is a two-story solid masonry building equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. The building has a fully furnished lounge adjacent to a two-room furnished apartment for the director. Nanney Hall is named in honor of C. P. and Irene Nanney of Gastonia, an unassuming and generous couple who have done much for the youth of this state and other parts of the world.

The Campus House: This brick veneer building was obtained for student housing in 1968. An addition was made in 1974 to allow accommodations for 40 women.

HOUSING FOR MEN

Lutz-Yelton Hall: This three and one-half story solid masonry building is designed to house 100 men. Each room is equipped with individual thermostats to control heat. This impressive building, completed in 1963, occupies a prominent position on a sloping hill adjacent to the physical education facilities and across the circle from the Withrow Science Building. The building is named in honor of the Lutz-Yelton Companies of Shelby and their stockholders.



Mauney Hall: This four story solid masonry building was completed in August of 1965. It is equipped with individual thermostats to control heat and houses 112 men. It is located adjacent to Lutz-Yelton Hall and across the road from the spring from which the town derives its name. This building is named in honor of Mr. and Mrs. W. K. Mauney, Sr. and in memory of Mr. and Mrs. D. C. Mauney of Kings Mountain.

Myers Hall: Named in honor of Mr. Albert G. Myers, Sr. of Gastonia, banking and textile industrialist and friend of the college, the building was completed in 1967. This residence houses 64 men. A two story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. It has a fully furnished lounge, adjacent to which is a two-room furnished apartment for the counselor.

R. Patrick Spangler Hall: This residence houses 96 male students adjacent to Myers Hall, and was constructed in 1968. A three story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. Spangler Hall is named in honor of Mr. R. Patrick Spangler of Shelby. Mr. Spangler is a friend and benefactor of the college and has served as national chairman of two of Gardner-Webb's capital gifts campaigns.

Mobile Dormitories: The college has fifteen mobile units which house eight men each. They are centrally located, allowing easy access to all areas of campus life. These facilities are air-conditioned and electrically heated, and the rooms are comfortably furnished. Each unit consists of four rooms and two baths.

OTHER HOUSING

The college owns five duplex apartments and fourteen trailers which may be used as needed by faculty or students. The college also owns ten residences occupied by faculty and student families.

Food

ARA Food Services Company of Atlanta, Georgia, a division of ARA Services Inc. of Philadelphia, Pennsylvania, is the catering service contracted by Gardner-Webb College for cafeteria service. The cafeteria is located in the Charles I. Dover Campus Center. The cafeteria offers attractive and well balanced meals at moderate prices during the two semesters and summer sessions of the school. It is mandatory that all boarding students purchase a meal ticket at the first of each semester. Two alternate plans are offered; a seven day meal ticket providing 21 meals per week and a five day meal ticket providing 15 meals per week. There are also casual rates offered for day students.

Health

Gardner-Webb College through its relationship with Royster Memorial Hospital and the Doctors' Building, which are located adjacent to the campus, provides a constructive health program for every student.

The physicians and nurses associated with this health service have daily office hours for students. Physical examinations are given when required and remedial programs suggested.

The hospital facilities serve as an infirmary for students who have minor illnesses or injuries. Emergency cases are received at any time. A charge of $2.00 per visit is made during hours regularly scheduled for Gardner-Webb students. Services of other medical personnel and prescription medicines are the financial responsibility of the student. Students with special problems are referred to specialists in Shelby or their family physicians.

A thorough medical examination is required of all new students. All candidates for intercollegiate teams are examined carefully before being allowed to participate.

Insurance Program

Each enrolled student is covered with accident insurance. This coverage will protect the student 24 hours a day and is in effect for 12 months. Students have the option to purchase hospitalization coverage for sickness. For further details, contact the Business Office.

Bookstore

The Bookstore handles all the books needed by students for their courses of study, and other student needs such as cosmetics, jewelry and sundry items are available.

Mail Service

The college operates a branch post office for the delivery of U. S. Mail and intracampus messages. Each boarding student is assigned a campus post office box on a permanent basis. This assignment is his campus address as long as he is a continuing student. This service is the primary means by which the college communicates with the student.

Laundry and Dry Cleaning

Modern dry cleaning plants and a self-service laundry near the campus serve the needs of the students. All residence halls have coin operated washing machines and dryers.





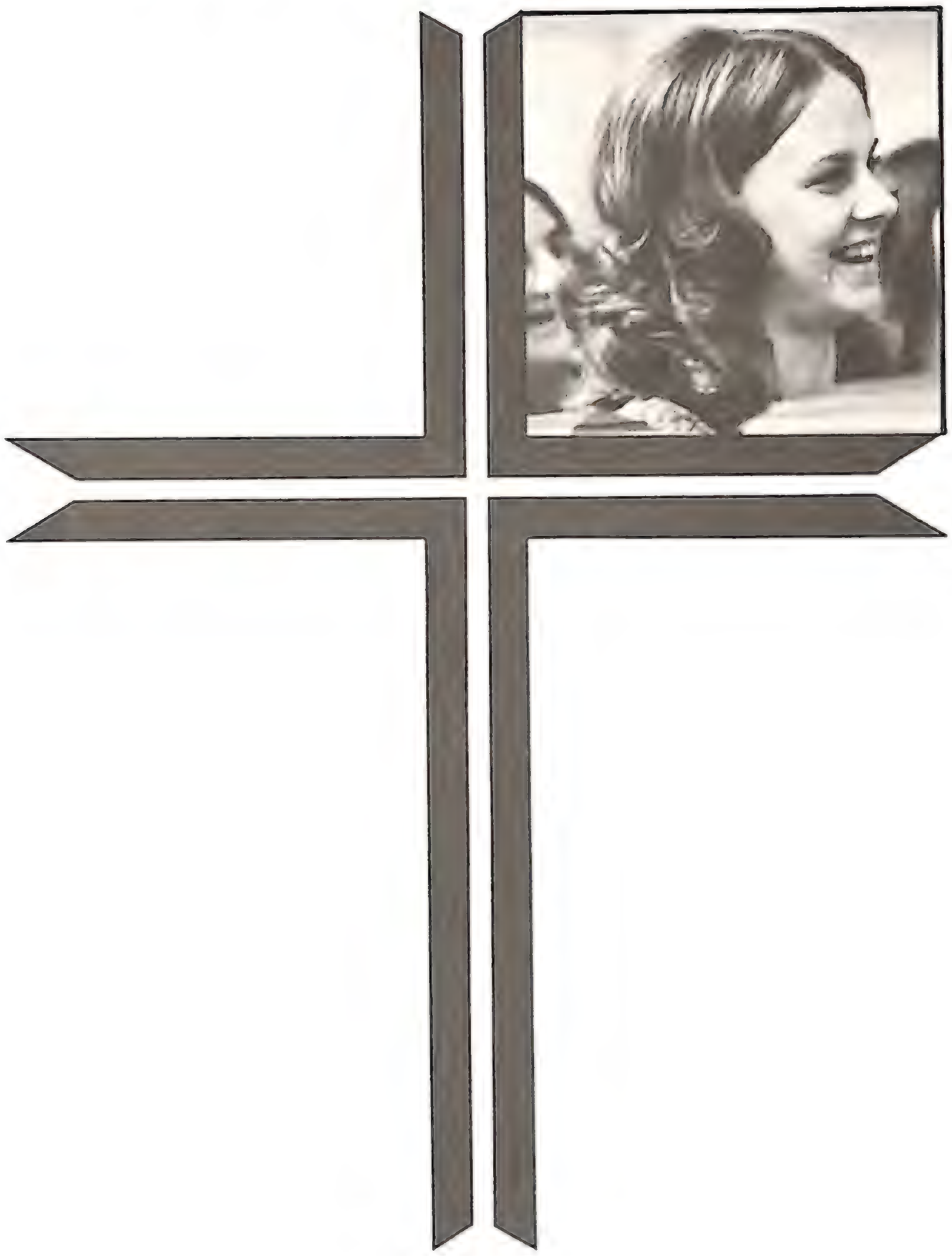
Placement Service

The Placement Office is located in the Charles I. Dover Campus Center. Student work on and off campus is handled through this office.

The Placement Office seeks to assist members of the graduating class as well as former students in obtaining positions in their chosen fields. Students who are selecting their future occupations and who need assistance in relating their courses of study to these occupations are invited to visit the office for consultation.

These services are available without cost and do not end when the graduate has been placed the first time. Those interested are advised to keep the Placement Office informed of their plans and professional preferences by filing placement forms with the office.

GENERAL INFORMATION



Introducing Gardner-Webb College

PURPOSE. The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice. This overarching purpose is implemented through the pursuit of four goals:

1. Providing a liberal arts orientation for all students and offering complete programs of study in the liberal arts to those who desire them.
2. Offering students specialized professional and pre-professional preparation in selected areas.
3. Identifying and serving the educational, spiritual, recreational, cultural, social, and economic needs of its students and others in the surrounding area.
4. Fostering those social, cultural, and ethical standards generally supported by evangelical Christianity (which emphasizes salvation by faith in the atoning death of Jesus Christ through personal conversion, the authority of the Scripture, the proclamation of the Gospel, and personal commitment to Christ).

NATURE. Gardner-Webb College is a Christian liberal arts college, owned and operated by the Baptist State Convention of North Carolina. It is of moderate size with a good student to faculty ratio. Campus life is characterized by friendliness and genuine concern for the individual student.

ACCREDITATION. Gardner-Webb is a fully accredited member of the Southern Association of Colleges and Schools and the North Carolina Association of Colleges and Universities. It is also accredited by the National League for Nursing and the North Carolina Board of Higher Education, and is authorized by the immigration authorities of the United States for the training of foreign students.

HISTORY. On December 2, 1905, The Boiling Springs High School, Incorporated, was chartered. The idea for this school was conceived by the Kings Mountain Baptist Association in 1903. This group was joined by the Sandy Run Association in the founding of the high school which was to become Boiling Springs Junior College in 1928.

The name was changed to Gardner-Webb College in 1942, in honor of Governor O. Max Gardner, his wife, Mrs. Fay Webb Gardner, and their families. The governor had taken great interest in the college and devoted much of his energies, time, and wealth to guiding and strengthening it.

The tenure of President Philip Lovin Elliott began in 1943, and was marked by the college's being admitted into the Baptist family of colleges of North Carolina and its accreditation by the Southern Association of Colleges and Schools in 1948.

Dr. E. Eugene Poston was elected to head the college in 1961 and announced The Decade of Advance, 1961-1971. At the close of that ten-year period the college had reached virtually every goal proposed in 1961, and is now a fully accredited senior college.

Presidents

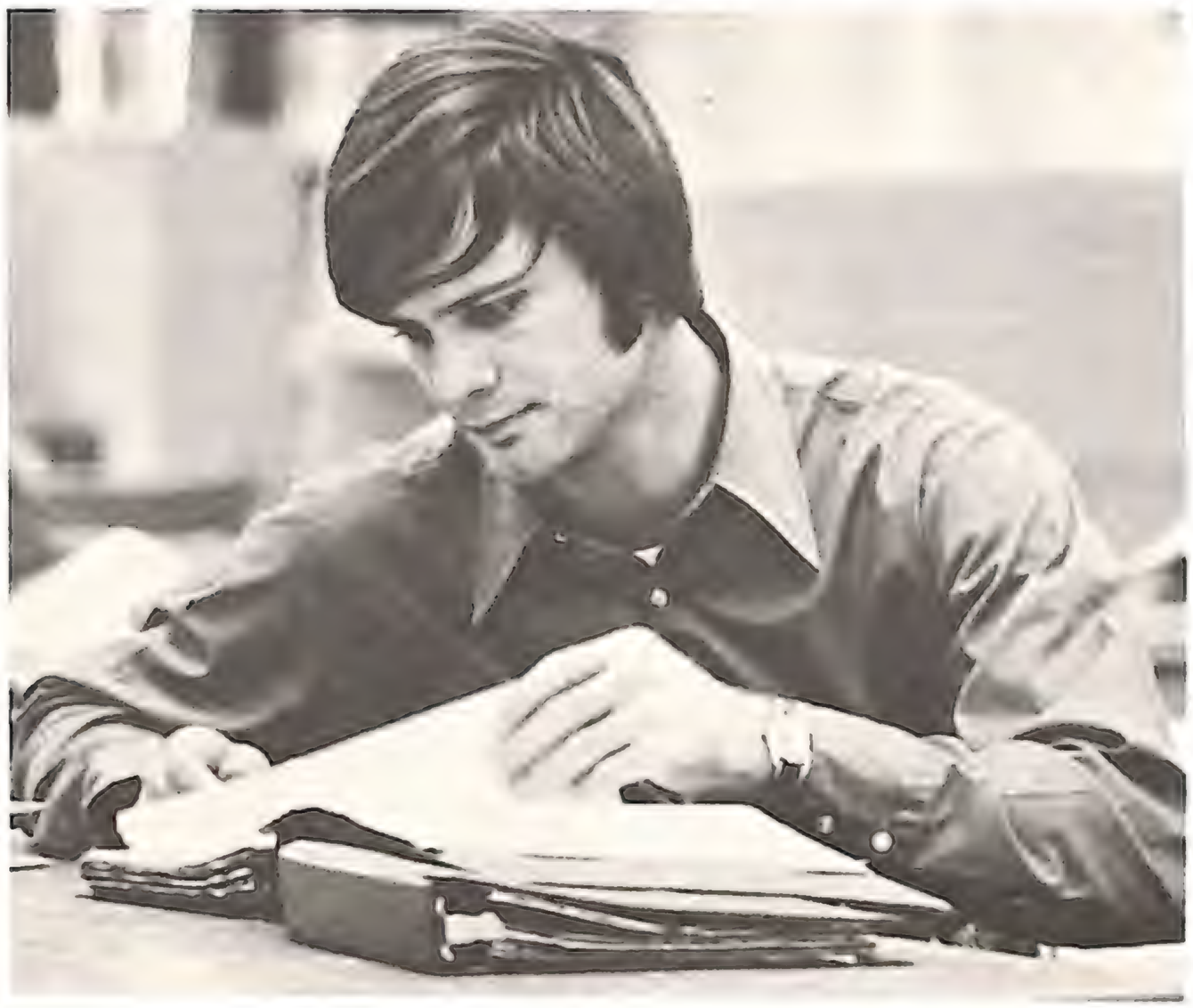
James Blaine Davis 1928-30
Zeno Wall 1930-32
James L. Jenkins 1932-35
A. C. Lovelace 1935-36
George J. Burnett 1936-39
J. R. Cantrell 1939-43
Philip Lovin Elliott 1943-61
E. Eugene Poston 1961-

LOCATION. Gardner-Webb is located in the Piedmont section of western North Carolina, one of the most beautiful and rapidly developing areas of our nation. Both Boiling Springs, the home of the college, and Shelby, a city of 17,000 which is seven miles to the east, are experiencing this growth and development. The college is easily accessible, being located on N.C. 150 and only 3 miles from U.S. 74 and 13 miles from Interstate 85. Charlotte, the largest city in the Carolinas, is about 50 miles east of Boiling Springs.

CAMPUS. A tract of one hundred thirty-seven acres has been used from the 1,200 available acres to accommodate the college campus. It is rolling land dotted with a variety of lovely trees and shrubs. The buildings and facilities are described in detail in subsequent sections of this catalog.

ACADEMIC PROGRAM. In addition to the offerings in the arts and sciences which are traditional for a Christian liberal arts college, Gardner-Webb has developed strong four-year programs in business related studies and teacher education and has retained its two-year associate degree programs in Nursing and Business.

The academic calendar features two semesters and two five-week summer terms, with offerings in the evening during the fall and spring semesters.



Academic and Administrative Buildings

The E. B. Hamrick Building: This building was built after World War I as a memorial to the young men of the area who had given their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, it was dedicated and named in honor of the late Mr. E. B. Hamrick, who stood by the college when the future looked dark. It houses an auditorium equipped with a two manual pipe organ, a number of classrooms, and offices.

The Bost Physical Education Building and Swimming Pool: Named in honor of the late Mr. L. C. Bost of Shelby and in memory of Mrs. Jean Bost Gardner, it is located between Decker Hall and the athletic field. It is modern in every respect and contains one classroom, a first aid room, lockers, rest rooms, showers, and team rooms. The olympic-sized swimming pool is heated and enclosed for year-round use.

This facility is used during the summer months to serve athletic and church-related encampments and to provide recreational programs for students from the community engaged in special learning programs.

The O. Max Gardner Memorial Fine Arts Center: Completed in the autumn of 1948, the building was constructed and furnished by the family of the late Ambassador O. Max Gardner and is a worthy memorial to a great man, who gave new life to the college and who believed in his native county. The first floor contains a band room, music studios, practice rooms, and the Art Department. On the second floor is a lovely student lounge and music recital hall with approximately 3,000 feet of floor space.

The Suttle Tennis Courts: Named in honor of Mr. and Mrs. J. L. Suttle, Jr., and in memory of Mr. J. L. Suttle, Sr. of Shelby, they are located on the west side of the Bost Physical Education Building. These four courts, constructed of asphalt and fenced in 1960, were provided at a cost of $10,000.

The Webb Administration Building: The original structure was completed in the fall of 1960, and an addition was constructed in the summer of 1973. This building houses administrative offices, including those of the president and vice president, and a spacious conference room.

The building was built in honor of the late Mrs. O. Max Gardner (Fay Webb), and in memory of her parents, grandparents, and great grandparents. It was made possible by the O. Max Gardner Foundation and is fully air-conditioned. Mrs. Gardner continued the work that her late husband loved — the promotion of Gardner-Webb College.

The A. T. Withrow Science Building: Named in honor of Mr. A. T. Withrow of Charlotte, a benefactor of the college, and occupied in the autumn of 1961, it has facilities for biology, chemistry, physics, mathematics, and mechanical drawing, a lecture room seating 150, seven offices, and a photographic laboratory.



The Charles I. Dover Campus Center: This two story, air-conditioned building, containing over 40,000 square feet, was completed in 1966. It is named in honor of Mr. Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb College. This building is multi-functional and features a student lounge furnished in honor of Mrs. Charles I. Dover. It contains the student cafeteria and faculty dining room, the college bookstore, and campus post office. The offices concerned with student services, the student government room, the student publications room, and recreational facilities are located here. The building also houses several faculty offices and the public relations office.

The Ernest W. Spangler Memorial Stadium: Completed in 1966, it includes a football stadium seating 6000, a track, and a fully equipped field house which serves as a teaching station. It is named in memory of Mr. E. W. Spangler, a Shelby businessman, and in honor of his wife, the late Mrs. Verna Patrick Spangler. The field house is named in honor of Mr. V. F. Hamrick of Shelby, N. C.

The David Lindsay Classroom Building: This three story air-conditioned building was completed in 1967 at a cost of approximately $275,000. It was made possible by the late Mr. David Lindsay and his wife, Mrs. Winfred Hubert Lindsay, of Rutherfordton. Classrooms and faculty offices occupy the total available floor space.

Webb-Knoll: The O. Max Gardner Foundation honored the late Mrs. Fay Webb Gardner by presenting this air-conditioned, five-bedroom home to the college for the use of the President and his family in 1968. It is located on a three-acre site in the Riverbend Acres development and has 5,000 feet of floor space. Interior decoration was by Mr. Boyce Grindstaff of Grindstaff's in Forest City.

The Suttle-Wall Tower of Light: The unique design of this tower represents the Trinity and Jesus as the Light of the World. It was built in 1969 in memory of Mr. Joseph Linton Suttle by Mr. and Mrs. J. L. Suttle, Jr. and Mr. and Mrs. Lloyd L. Lutz; and Dr. Zeno Wall by members of his family and friends, including men who entered Christian vocations under his ministry.

The Washburn Memorial Building: This brick structure was erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library but is now being used for classrooms and faculty offices.

The J. R. Dover, Jr. Memorial Chapel: This graceful and inspiring structure completes the formal entrance to the campus. The exterior of the chapel with its prominent steeple serves as a reminder that Gardner-Webb is a Christian college. The interior features a 336-seat auditorium, the college minister's office, and a Baptist Student Union area provided by the late Mr. T. R. Hendrix, Sr. and his wife, Mrs. Erline Welborn Hendrix, of High Point, N. C. The lower level provides space for three classrooms and seven faculty offices.

Radio Station WGWG: This 5,000 watt stereo FM educational station was made possible by the family of Mr. Lee Polk Frans of Hickory, North Carolina as a memorial in his honor. The station is located in the President's former home which was erected in 1947, and it began broadcasting in January, 1974. Gifts from the Frans family have also provided an AM facility for student programming on campus.

The John R. Dover Memorial Library: The building is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The present building was erected in 1974. It is a three-story structure, fully carpeted and air-conditioned, designed to accommodate 150,000 volumes with seating for 565 students.

The collection consists of more than 80,000 books and bound periodicals, audio-visual materials, phonograph records, microfilm, and microfiche. The holdings include several special book collections, the two most notable being the libraries of the local post-Civil War author, Thomas Dixon, and the late Dr. R. C. Campbell.

The Hubert M. Craig Memorial Classroom Building: This building is named in memory of Hubert M. Craig, Sr. of Gaston County, who served as a trustee of Gardner-Webb College and supported Christian Higher Education in general. Mr. Craig's widow, his son, H. Max Craig, Jr. of Stanley, and two daughters, Mrs. Harry L. Davis of Lincolnton and Mrs. W. C. Hillingsworth of Charlotte, joined in naming this building.

ADMISSIONS



General Information

Requests for application forms and catalogs should be addressed to the Director of Admissions. Completed forms are to be returned to the Admissions Office with any designated fee, which is not refundable.

When all credentials have been received, they will be considered by the Admissions Committee, and the applicant will be notified of acceptance or rejection. Because of the confidential nature of some items of information required for admission, the college reserves the right to reject any applicant without stating a reason. No single criterion will be decisive, but each item will be considered in relation to the applicant's total qualifications.

Gardner-Webb College has a racially and religiously nondiscriminatory admissions policy.

Students may enter at the beginning of any semester or summer term. Applications for the fall semester should be submitted by April 15 and those for the spring semester should be received by December 1. Summer school applications should be filed before June 1.

Advance deposits are required of students accepted for first-time admission and former students who have not attended Gardner-Webb for one or more semesters. Details are included in the Financial Section.

ADMISSION OF FRESHMEN

REQUIREMENTS

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.
3. A formal medical report from a physician. (May be supplied after acceptance.)
4. Scholastic Aptitude Test scores from the College Entrance Examination Board.
5. An application fee of $15.

CONDITIONS FOR ACCEPTANCE

Although a fixed pattern of high school credits is not prescribed, the following MINIMUM course distribution is RECOMMENDED as the best preparation for academic work at Gardner-Webb College.

English	4 units
Foreign Language	2 units
Social Science	2 units
Algebra	2 units
Geometry	1 unit
Natural Science	1 unit
Electives	4 units

ADVANCED PLACEMENT

Advanced Placement Program: Students achieving a maximum score of three on an Advanced Placement Program test of the College Entrance Examination Board will be given advanced placement with credit for the course covered by the test.

College-Level Examination Program: Gardner-Webb College grants credit to regularly enrolled students submitting test scores from the College-Level Examination Program on the following basis:

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
2. No credit will be granted in an area for which the examinee has college credit. Also, CLEP tests must be taken before the student enrolls in a comparable course, no course can be dropped to take a CLEP test, and no subject attempted in class may be repeated by CLEP.
3. Credit will be received as pass/fail, that is, no hours attempted or quality points will be computed in the examinee's quality point ratio.





4. Unsatisfactory scores will not become a part of the examinee's academic record.

5. A CLEP test on any subject may be taken only one time.

6. Concerning the General Examinations:

   1) The examinee must submit a score at or above the 25th percentile on each test, the percentile being based on data from the national norming study, as recommended by the American Council on Education.

   2) The number of semester hours granted will be that normally granted for the area covered by the test with the following restrictions:

      a. A maximum of six semester hours credit will be granted for each test.

      b. A maximum of three semester hours credit may be granted on the basis of a sub-score provided the area is appropriate.

   3) Credit thus granted may be applied to the examinee's course of study only as Basic Courses or free electives.

7. Concerning the Subject Examinations:

   1) The examinee must submit a score at or above the mean score for C students on the CLEP national norms, such scores being provided and recommended by the Council on College-Level Examinations.

   2) The number of semester hours granted will be determined by the scope of the material measured, as indicated by the Council on College-Level Examinations.

   3) Credit thus granted may be applied to the examinee's course of study without restriction.

Armed Service-Related Programs: Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit a record of courses completed for review by the transcript evaluation officer, and credit may be applied or subject waived, depending upon the discretion of the proper authority and the appropriateness of the course in the student's educational objectives and program.

Local Testing Programs: In order to enrich the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appropriate department of the college may be exempted from the course covered by this test, but will be required to take an advanced course in the same department carrying the same or more credit.

A challenge examination to allow advanced placement with credit for Nursing 101, Fundamentals of Nursing, is available for students who have completed a similar course in patient care in a non-college program. Details may be obtained from the Director of Nursing.

Arrangements for advanced placement through the local testing program are made individually for each student involved, and require the agreement of the Executive Vice President and Dean of the College and the appropriate academic department.

ADMISSION OF TRANSFER STUDENTS

REQUIREMENTS

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.
3. A formal medical report from a physician. (May be supplied after acceptance.)
4. Scholastic Aptitude Test scores from the College Entrance Examination Board.*
5. An official transcript from each institution attended.
6. A formal personal data sheet from the last institution attended.
7. An application fee of $15.

CONDITIONS FOR ACCEPTANCE

The conditions which govern the continuing enrollment and readmission of current and former Gardner-Webb students with regard to academic standing and citizenship govern the acceptability of transfer students.

The student's record is evaluated according to the academic regulations stated in this catalog, and the retention standards are applied to determine the student's academic standing upon enrollment.

ADVANCED STANDING

General Statement: Gardner-Webb College accepts credit from accredited colleges and universities for college-level courses in which a passing grade was earned. Determination of courses which are considered as college-level is at the discretion of the transcript evaluation officer.

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*Students who have successfully completed one or more quarters or semesters at another institution and have not taken the SAT may be excused from this requirement at the discretion of the Admissions Committee.

Junior College Students: No more than 64 semester hours will be accepted for graduation credit for students transferring directly from junior colleges to Gardner-Webb. A minimum of 64 additional semester hours must be completed in senior colleges or universities by students having attended junior colleges, with at least the final 30 semester hours at this institution.

Senior College Students: Students transferring from senior institutions must complete their final year of residence, a minimum of 30 semester hours, at Gardner-Webb College.

READMISSION OF FORMER STUDENTS

Students who are not in attendance for one or more semesters for any reason must submit a formal application for readmission.

Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide:

1. An official transcript from each institution attended.
2. A formal personal data sheet from the last institution attended.

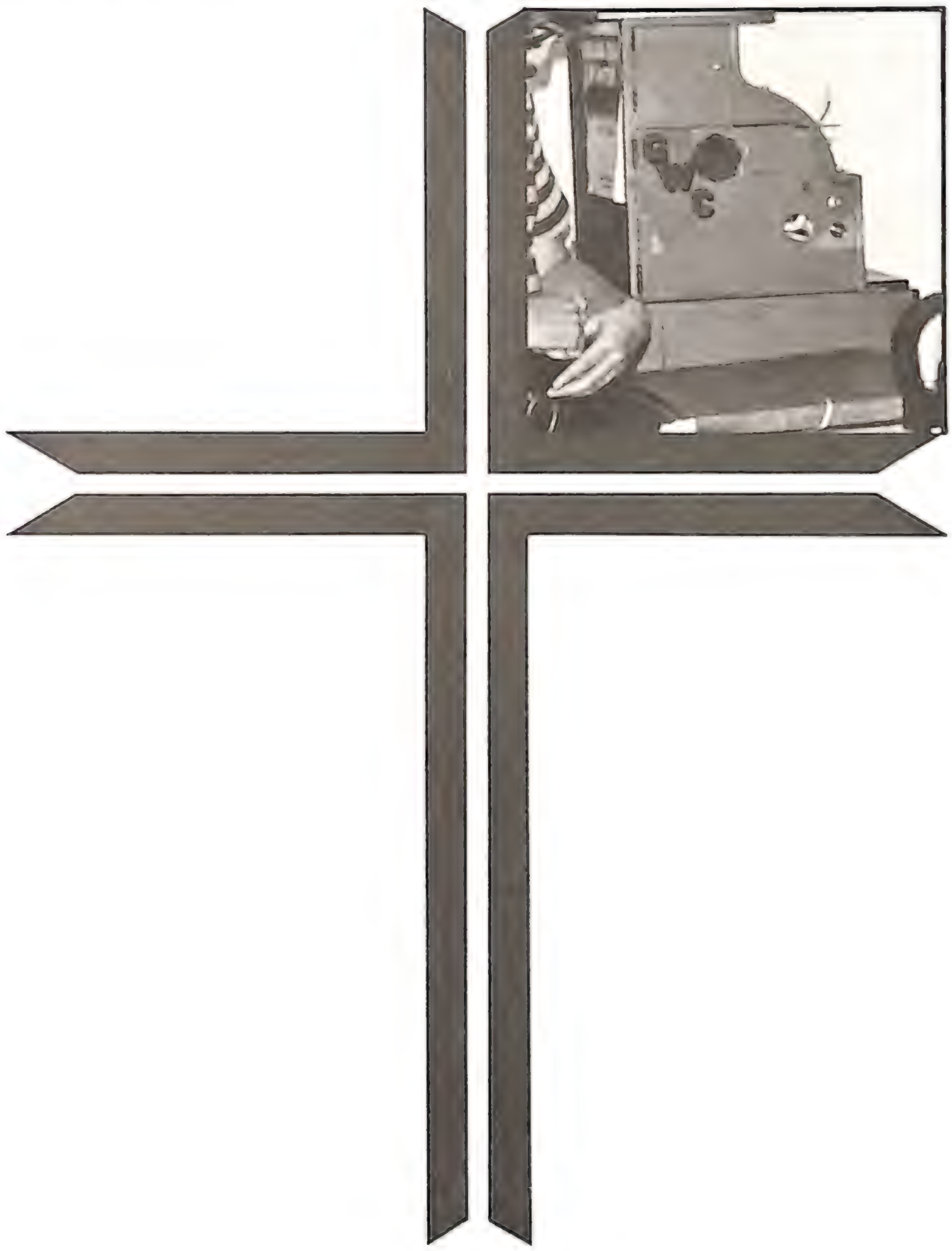
Those regulations concerning the advanced standing of transfer students apply to these students.

ADMISSION OF OTHER STUDENTS

The Director of Admissions should be contacted for details concerning the admission of the following types of students.

1. Credit
   - A. College Graduates
   - B. Rising High School Seniors
   - C. Evening School Students
2. Non-Credit
   - A. Music Students
   - B. Auditors
   - C. Others

FINANCIAL INFORMATION



EXPENSES

GENERAL STATEMENT: Because economic conditions fluctuate, the college reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees.

PAYMENT OF ACCOUNT: Semester charges are due in full not later than the date of registration and deferment after that is not permitted. Charges may be paid either at that time or may be prepaid before the student's arrival on the campus.

Those who cannot pay in accordance with the foregoing terms or who find it necessary to finance college charges on an installment basis may obtain necessary information from the Business Manager or Financial Aid Officer concerning The Tuition Plan. This plan is made available solely as a convenience and is optional.

CHARGES: Support through the Baptist State Convention of North Carolina, the North Carolina Foundation of Church-Related Colleges, earnings from endowment investments, and gifts of alumni, business, industry, and other friends provide funds which enable the college to charge tuition that is less than the actual cost of instruction and other student services (other than room and board).

The part the student pays is as follows:

	Per Semester
Tuition	$970.00
*Board	See Statement Below
Room Rent:	
Air-Conditioned—Deluxe Dormitory	260.00
Air-Conditioned—Mobile Unit	240.00
Regular Dormitory and Community Housing	205.00

Students who take less than 12 hours will be chargd $50.00 per semester hour. For further information contact the Executive Vice President and Dean of the College.

Students who are enrolled for less than 12 hours may audit credit courses for one-half the regular charge.

**BOARD* – *The College offers a choice of two meal plans; a 5 day Mon.-Fri., and a 7 day plan. All students who reside in the dormitory or live in community housing are required to purchase a board plan in the college cafeteria. It is very difficult to forecast meal cost over 12 months in advance but based on current rates board will cost approximately $300.00 to $350.00 each semester.*

SPECIAL FEES:

	Per Semester
MUSIC—Piano, Voice, Brass (Private)	
Two lessons per week	$145.00
One lesson per week	85.00
ORGAN (Private)	
Two lessons per week	180.00
One lesson per week	100.00
CLASS INSTRUCTION IN APPLIED MUSIC	35.00
DATA PROCESSING	25.00
ART	40.00

OTHER CHARGES:

Application fee (non-refundable)	$15.00
Key Deposit (refunded when returned)	5.00
Late Registration Fee	5.00
Schedule Change (after registration day)	5.00
Change of Course (including course drops)	5.00
Make Up Test	2.00
Make Up Final Exam.	5.00
Vehicle Registration	15.00
Transcripts (first copy is free)	2.00 each

ADVANCE DEPOSITS: Students accepted for first-time admission to the college and former students not in attendance for one or more semesters are expected to send to the Admissions Office advance payments of $100 for boarding students and $50 for day students by May 1 for the fall semester and by December 15 for the spring semester. Students accepted after these dates are expected to send the deposits within ten days of notification of acceptance.

Students continuing in the college are expected to make their deposits by April 15 for the fall semester and December 15 for the spring semester. Boarding students deposit $100 and day students $50.

Any student planning to attend summer school is required to make a minimum deposit of $25 by May 1. The fall semester deposit satisfies this requirement for students who intend to enroll in summer school, also.

Failure to make the required deposit by the stated deadline will be interpreted by college officials as indication the student does not plan to enroll at the college in the up-coming semester.

All advance payments will be credited toward first semester charges when the student has enrolled for classes.

After May 1 and December 15 all advance payments are not refundable.

REFUND POLICY: The size of the faculty and staff and other commitments of the college are based upon the enrollment at the beginning of the semester, and the fees collected are used to meet these commitments, most of which continue throughout the year. **Registration in the college is considered a contract binding the students and his parents for charges for the entire semester.**

However, provision is made for partial refund in the event of withdrawal covered by reasons of a providential nature as interpreted by the college.

1. In the event a student plans to re-enter, a pro-rata refund of tuition, fees, room and board will be allowed as a credit toward a later term.
2. Should the withdrawal be interpreted as providential by the college and should the student choose a cash refund, one-half (½) pro-rata refund will be granted on tuition, until one (1) week after mid-term report.
3. Full pro-rata refund on board will be granted for any withdrawal except suspension or expulsion prior to four (4) weeks before end of a term.
4. No refund of any type will be granted in the event of suspension or expulsion.

FINANCIAL AID

Gardner-Webb College makes available to its students a variety of scholarships, loans, and grants-in-aid. The purpose of the overall program is to encourage students having the promise of notable academic achievement and to encourage other students with demonstrated academic ability who have actual financial need. All scholarships, loans, and grants-in-aid are administered by the Financial Aid Committee of Gardner-Webb College. The committee follows a number of clearly defined rules in its awards, the rules having been established by the college or by donors to the college. Awards made by the committee are based on the following considerations:

1. Actual financial need when need is a specific requirement of the award.
2. Demonstrated academic ability with a marked interest in the purpose of Gardner-Webb College.
3. Potential as a useful citizen as evidenced by attitude and personal activities.
4. Leadership ability as demonstrated in church, school, and community activities.
5. An interview with the committee when required.

In addition, the particular scholarship, loan, or grant-in-aid for which the student applies may carry certain specific requirements.

Under the several financial aid plans offered by Gardner-Webb, a student may attend the college at a cost which compares favorably with other well recognized institutions. This may be accomplished by advance planning with the college's Financial Aid Office. The several possibilities of creating a "package" plan which may include various combinations of scholarship awards, grants, loans, and other aid sources will be explored. Students desiring to attend Gardner-Webb and having major financial needs should contact the Financial Aid Director early in their high school senior year asking for advice in securing a scholarship award and/or needed financial assistance.

Procedures For Applying For Financial Assistance

1. File an application for admission to the college with the Director of Admissions.

2. File an application for financial assistance with the Financial Aid Office. (Both of these applications may be filed at the same time).

3. File a Parents' Confidential Statement. (Independent students file the Student's Financial Statement.) All aid is based on the need analysis received from College Scholarship Service as a result of the completion of this form. Forms may be obtained from the Financial Aid Office at Gardner-Webb College, from a high school guidance office, or by writing College Scholarship Service, P. O. Box 176, Princeton, New Jersey, 08540.

4. Arrange to come to the campus for a personal interview when requested by the Financial Aid Committee. In the case of out-of-state residents, special arrangements may be made upon written request showing evidence of hardship connected with travel to the campus.

It is recommended that applications for financial assistance be filed in the early fall. The Financial Aid Committee meets in the fall, mid-winter, early spring, and early summer to consider applications for the following college year. Applications received after April 1 can be considered only in terms of available funds; therefore, early application is strongly advised.

No application for financial assistance will be considered by the committee until the applicant has been accepted for admission to the college.

Renewal of scholarships, grants-in-aid, and loans is conditioned on the student's maintaining an academic and citizenship record in keeping with the standards set by his particular award. *Application for renewal of loans and grants-in-aid by upperclassmen should be made by April 1.*

Announcement of academic scholarships and other awards is generally made between May 1 and July 1 each year.

All correspondence concerning applications for scholarships and loans should be addressed to:

FINANCIAL AID OFFICE
Gardner-Webb College
Boiling Springs, North Carolina 28017

Gardner-Webb College Assistance Programs

SCHOLARSHIPS

ACADEMIC SCHOLARSHIPS

Gardner-Webb Honor Scholarships: $4,000 may be awarded over a four-year period. The applicant may be interviewed by the Financial Aid Director, the Director of Admissions, or the Financial Aid Committee. He must rank in the upper 10 percent of his high school graduating class. The range of these scholarships is $500 to $1,000 each year. To remain eligible, the applicant must maintain an overall 3.0 quality point ratio on all credit courses taken.

Gardner-Webb Trustee Scholarships: $2,000 may be awarded over a four-year period. The applicant may be interviewed by the Financial Aid Director, the Director of Admissions, or the Financial Aid Committee. The applicant must rank in the upper 25 percent of his high school graduating class. The range of these scholarships is $300 to $700 each year. To remain eligible, the applicant must maintain an overall 2.5 quality point ratio on all credit courses taken.

Gardner-Webb Junior College Graduate Scholarships: $1,000 may be awarded over a two-year period to a resident student or $600 may be awarded over a two-year period to a commuting student. The applicant may be interviewed by the Financial Aid Director, the Director of Admissions, or the Financial Aid Committee and is to have the recommendation of the dean and/or president of the college from which he is graduating. The applicant must also have ranked in the upper 25 percent of his college graduating class. The range of these scholarships is up to $500 each year for a resident student and up to $300 each year for a commuting student.

Gardner-Webb College Merit Scholarships: These awards are made for one year only and are based primarily on need and academic achievement. (1) High school seniors and graduates who are recommended by their high school principal, guidance counselor, or homeroom teacher may compete. The range of the merit scholarships is $100 to $500. Applicants must take the Gardner-Webb College Competitive Scholarship Examination given in the spring. (2) Upperclassmen may apply for a merit scholarship provided they have an overall quality point ratio of 2.0.

CHRISTIAN SERVICE SCHOLARSHIPS

Christian Service Foundation Scholarships: The Christian Service Foundation of Gardner-Webb College provides scholarships for deserving students preparing for full-time Christian vocational service. The Foundation is supported by gifts from individuals, churches, and private organizations. Approximately one-half of the annual gifts is awarded to needy students and one-half is invested as an endowed scholarship fund.

Christian Vocation Scholarships: Each student pursuing a Christian vocation may qualify for an annual $250 scholarship provided he or she maintains a "C" average on all work attempted and provided he or she submits the application by August 1.

F.O.C.U.S. Scholarships: The Fellowship of Christians United in Service gives four $200 scholarships each year. One scholarship is awarded to the past president of the organization, and three are awarded to members nominated by the organization and approved by the Financial Aid Committee.

Ministers' Dependents Scholarships: An annual $125 scholarship is available to the dependent of an active minister if the applicant submits the application by August 1, and if he or she maintains a "C" average on all work attempted.

Royal Ambassador and Acteen Scholarships:

Acteen Studiact Scholarships: A young woman who has been involved in the Acteens individual achievement plan, Studiact, may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb College and are based on the number of Studiact awards received and/or the financial need of the applicant. Priority will be given to those young women who have participated in the Acteens program for the longest periods of time.

Royal Ambassadors Service Aide Scholarships: A young man who has been involved in the Royal Ambassador Service Aide program may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb College and are based on the number of service aide awards received and/or the financial need of the applicant. Priority will be given to those young men who have participated in the Royal Ambassador program for the longest periods of time.

ENDOWED SCHOLARSHIPS

Clarence N. Peeler Andrews Memorial Scholarship Fund: The late Mrs. Hattie Peeler Self of Cherryville, North Carolina and her daughter and son-in-law, Dr. and Mrs. W. B. Andrews, established a trust fund of $10,000 in memory of Clarence N. Peeler Andrews, grandson and son of the donors. The income from this fund is to be used to aid worthy young men and women attending Gardner-Webb College.

C. L. Beam Memorial Scholarship: In 1966, Mr. Charles Grier Beam, Chairman, Board of Directors, Carolina Freight Carriers Corporation, created a $12,000 endowed scholarship to be named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County, and in memory of his father, Charles Lester Beam. Income from this scholarship is used to assist in educating a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln Counties in North Carolina. Mr. Beam has stressed need as one of the prime considerations to be used in deciding who receives the grant.

Mr. and Mrs. Howard Berry Memorial Scholarship Fund: This fund was established by Mrs. Howard S. Berry of Valdese, North Carolina and the late Mr. Berry, to help worthy and needy students as determined by the Financial Aid Committee of the college. This fund may be increased from time to time, and the interest is used to aid students.

Biblical Languages Endowed Scholarship Fund: This fund was established in 1970 by a group of people interested in promoting the study of Biblical Languages and in helping needy students who are concentrating in these languages. The income from this endowed fund is to be used as scholarship aid for able and deserving students majoring in Biblical Literature and Languages.

George and Ida Wood Blanton Scholarship: In 1955, George Blanton and Ida Wood Blanton of Shelby, North Carolina created a $10,000 trust fund for the purpose of encouraging and promoting the education of capable and deserving boys and girls through the facilities of Gardner-Webb College.

George Henry and Martha Jane Brittain Memorial Scholarship Fund: In 1965, Mr. L. H. Brittain of Shelby, North Carolina gave property valued at $13,500 to the college for the purpose of endowing a scholarship in memory of his parents, George Henry and Martha Jane Brittain.

Ensign Ronald Franklin Carpenter Memorial Scholarship Fund: This endowed scholarship fund of $1,000 was established by Mr. and Mrs. John F. Carpenter and family in memory of their son. The scholarship is to be awarded to a student who has academic ability and financial need, preferably from Rutherford County, but other areas are not to be excluded. This fund may be increased from year to year.

George Wayne DeHart Scholarship for Ministerial Students: This special fund was made possible by the friends of the late Mr. DeHart. The fund is open and can be added to at any time. The Financial Aid Committee of the college will choose the recipients.

Clyde J. Dotson Endowed Scholarship Fund: A pioneer missionary to Africa, the Reverend Clyde J. Dotson was honored by the creation of this scholarship fund by his daughter and son-in-law, Dr. and Mrs. T. L. Warren, of Hickory, North Carolina. The fund is increasing through gifts from Mr. Dotson's family and friends and is designated to assist international students who are dedicated Christians.

J. R. Dover, Jr. Memorial Scholarship Fund: In 1962, J. R. Dover, Jr. made an initial gift of $5,000 to establish an endowed fund for scholarships. Since Mr. Dover's death in 1963, this fund has increased to $50,000 by gifts from relatives and friends of Mr. Dover.

Joseph W. Geddes Engineering Scholarship: In 1971, the college received a $20,000 grant from the estate of Mr. Joseph W. Geddes for the purpose of establishing an endowed pre-engineering scholarship in his name for needy and worthy students. Mr. Geddes was a native of Scotland, a graduate of Edinburgh and Glasgow Universities, and the University of London. He worked with the restoration of Colonial Williamsburg, Virginia and was engineer for the restoration of the White House in 1948, the building of the famous Mayflower Hotel, the Italian Embassy, and the National Theatre in Washington, D.C. Mr. Geddes came to Cleveland County with his wife to be the chief engineer in the building of the Pittsburgh Plate Glass Plant and retired here.

Virgil M. Hailey Scholarship Fund: The pastor emeritus of North Kannapolis Baptist Church, The Reverend Virgil M. Hailey, was honored in 1972 by the establishment of this endowed scholarship fund. A number of congregations served by Rev. Hailey have contributed to the fund, and additions to it may be made at any time. Income from the fund is to be used to assist worthy students from the Cabarrus County area.

Hamrick-Perry Endowed Scholarship Fund: Mr. and Mrs. Dwight S. Perry of Lawndale, North Carolina established an endowed fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick. In the awarding of this scholarship, preference is given to the student interested in the Christian ministry, nursing, or education professions.

Willie D. and Murleen G. Hall Work Study Program: This program was established by Mr. and Mrs. Hall to aid deserving and needy full-time Christian vocational students. Work grants are provided from interest received from this fund. This is an open fund that may be increased in the future.

Florence Hamrick and Roland M. Hamrick Athletic Scholarship Fund: In 1965, Roland M. Hamrick, Jr. and Thomas B. Hamrick made a gift to the college in the amount of $12,000 to endow an athletic scholarship in honor of their parents, Florence Hamrick and Roland M. Hamrick, Sr. The interest earned from this gift is awarded to deserving athletes.

Thomas B. Hamrick Endowed Scholarship Fund: This is a $12,000 endowed athletic scholarship to be presented to deserving athletes in memory of Thomas B. Hamrick, who served Gardner-Webb athletes through his outstanding support and loyalty. It is given by the immediate Hamrick family.

A.D. and Ruth Park Harmon Memorial Scholarship Fund: Established by the late Troy Harmon, an alumnus and former employee of Gardner-Webb College, in memory of his mother and in honor of his father. Troy was killed in an automobile accident while serving as a student pastor. He was a student at the Southern Baptist Theological Seminary in Louisville, Kentucky. The scholarship is to be given to students going into full-time Christian service. It was the intent of the donor that the recipients of the scholarships would replace the amount received so that more students could be helped in the future.

M. G. Martin Endowed Scholarship Fund: In 1927, Mrs. Ellen Bostic Martin of Mooresboro, North Carolina gave the school $2,500 for the purpose of creating and establishing the M. G. Martin Memorial Scholarship. The interest from this fund is to be used for the education of ministerial students, preferably those related to M. G. or Ellen Bostic Martin.

Randolph Martin Endowed Scholarship Fund: This fund was established in 1969 by Mrs. Randolph Martin and their children, Conrad and Julia, in memory of her husband. Its income is used to help deserving students obtain a Christian higher education at Gardner-Webb College. Financial need and ability are considered in awarding the scholarship.

Mr. and Mrs. B. S. Mauney Memorial Endowed Scholarship Fund: This scholarship fund was established in 1973 by the late Mr. and Mrs. B. S. Mauney. The income will be used to provide scholarships for boys or girls who are unable to pay to attend Gardner-Webb College.

Mr. and Mrs. M. A. (Brick) Morris Endowed Scholarship: This $5,000 scholarship is made possible by Mr. and Mrs. M. A. (Brick) Morris for students of good character who are in financial need. Students from South Carolina are considered first. If there is no deserving student from South Carolina, the Financial Aid Committee will select a deserving student from another area.

Porter Brothers, Inc. Endowed Scholarship: In 1970 an endowed scholarship fund of $12,000 was established by Porter Brothers, Inc. of Shelby, North Carolina. Income from the fund is to be used to assist needy and worthy students.

Minnie Conner Poston Memorial Endowed Scholarship Fund: This scholarship was established from gifts and memorials made to the college in memory of Mrs. Minnie Poston, mother of Dr. Eugene Poston, President of Gardner-Webb College. The scholarship is awarded to needy, well-qualified students.

Thomas P. Pruitt, Sr. Endowed Scholarship Fund: Mr. Pruitt was an outstanding Christian layman known for his service to the First Baptist Church of Hickory, North Carolina and the North Carolina and Southern Baptist Conventions. He is being honored through this fund by his wife, children, and friends. Needy Christian students will be assisted through the income from this fund.

Race Path Baptist Church Endowed Scholarship Fund: An endowed scholarship fund was established by the Race Path Baptist Church of the Sandy Run Baptist Association. The income from this fund is to be used as scholarship aid for an able and deserving student majoring in Biblical Literature and Languages.

Royster Memorial Scholarship: Established in 1965 by the late D. W. Royster, Sr. of Shelby, North Carolina, this $4,500 endowed scholarship is named in memory of his parents, Dr. S. S. Royster and Mrs. Olive B. Royster. Royster Memorial Hospital at Boiling Springs is named in Dr. Royster's memory, also. Income from this scholarship is used to assist needy and qualified students at Gardner-Webb College.

D. W. Royster, Sr. Memorial Endowed Scholarship Fund: Established by the family and friends of D. W. Royster, Sr., this is an open fund and may be added to at any time. The recipient is to be chosen by the Financial Aid Committee of the college.

Mr. and Mrs. Ray Small Endowed Academic Scholarship Fund: This fund has been established by Mr. and Mrs. Ray Small of Lincolnton, North Carolina because of their interest in Christian higher education. The earnings from this fund are awarded annually to deserving students.

C. R. and Elizabeth Spangler Scholarship: This scholarship is made possible by Mr. and Mrs. C. R. Spangler and Mr. and Mrs. Ralph Spangler of Cleveland County, North Carolina. It is granted on the basis of Christian character and financial need of qualified students, and preference is given to Cleveland County students.

J. P. Stevens and Company, Inc. Endowed Scholarship: In 1965, J. P. Stevens and Company, Inc. created a $12,000 endowed scholarship to be used to assist in educating a deserving and needy student at Gardner-Webb College. Income from this fund will be granted with preference given to qualified Cleveland County residents.

George Edward Sweet Memorial Endowed Scholarship: This is an endowed scholarship established by the family and the friends of Mr. Sweet. The scholarship is an open one and may be increased each year. It is awarded to a needy and worthy student.

Union Baptist Church Endowed Scholarship Fund: An endowed scholarship fund was established in 1970 by the Union Baptist Church of the Kings Mountain Baptist Association. The income from this fund is to be used as scholarship aid for an able and deserving student majoring in Biblical Literature and Languages.

Margaret Young Memorial Scholarship Fund: In 1966, Mr. J. F. Alexander, Mrs. Martha Howe, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, North Carolina, created a $12,000 endowed scholarship as a memorial to Margaret Young.

OTHER ENDOWED SCHOLARSHIPS

Jack Hunt Endowed Scholarship Fund

Mrs. W. C. Lattimore Endowed Scholarship

Mr. and Mrs. Everette G. Spurling Endowed Scholarship

ANNUAL SCHOLARSHIPS

Alpha Epsilon Recruitment Grant: This $200 scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, an educational, honorary, and professional society, to a worthy woman student interested in teaching.

Loretta Phillips Cudd Scholarship Fund: This fund was established to help worthy and needy students at Gardner-Webb College. Mrs. Cudd was a student at Gardner-Webb during 1946-49. The recipient will be chosen by the Financial Aid Committee of the college.

S. C. Harrill Scholarship Fund: Mr. and Mrs. S. C. Harrill of Lattimore, North Carolina present a $250 scholarship to assist in educating a deserving and needy Southern Baptist missionary, missionary doctor, missionary nurse, missionary teacher, or ministerial student approved by his or her local church and association, provided at least a "C" average is maintained on all college work. This scholarship was established in 1969.

Lattimore Baptist Church Scholarship: The Lattimore Baptist Church gives two $500 scholarships annually for ministerial students. These scholarships are awarded to needy, worthy students who plan to enter the ministry or full-time Christian service.

Lewis-Weddle Scholarship: A $500 scholarship is given by Dr. and Mrs. J. Thurman Lewis in honor of their parents, Mr. and Mrs. John Terry Lewis of Meredian, Mississippi and the Reverend and Mrs. Paul S. Weddle, Sr. of Bellefontaine, Mississippi, to an able and deserving student majoring in Biblical Literature and Languages.

Lutz Scholarship: A $180 scholarship is given annually by Mr. and Mrs. Melvin R. Lutz, Jr. to an able and deserving student majoring in Biblical Literature and Languages.

Wilma L. McCurdy Memorial Fund Scholarships: The trustees of the Wilma L. McCurdy Scholarship Fund desire that Gardner-Webb College give special consideration in awarding the scholarships to worthy students from Stanly County. However, all scholarships must be awarded to worthy students from North Carolina.

Women of the Moose Scholarship: In 1974, the Women's Auxiliary of the Moose Lodge, Shelby, North Carolina established an annual scholarship to be given to a needy nursing student.

Ethel Blanton Spangler Scholarship: This scholarship is given by Mr. J. Edwin Spangler of Shelby, North Carolina in memory of his mother to a deserving student who makes average or better grades, is of good character, and who deserves recognition.

D. A. Tedder Scholarship: This is a $100 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, North Carolina by his daughters, Mrs. Russell Lumer, Mrs. H. E. Eisenberger, and Mrs. Frederick J. Swift, to an able and deserving ministerial student.

Wilbur Wilson Memorial Scholarship: This scholarship is awarded to a freshman student who plans to return to Gardner-Webb College. The award is decided on the basis of academic attainment and Christian commitment. It is given in memory of Mr. Wilbur Wilson, who spent the greater part of his life in education and who served his church and denomination faithfully. He served as a deacon and Sunday School superintendent at Dover and First Baptist Churches in Shelby, North Carolina and at the Central Baptist Church in Miami, Florida. The award is presented by his wife, Mrs. Eula M. Wilson.

GARDNER-WEBB COLLEGE LOAN FUNDS

The following guidelines govern the Gardner-Webb College revolving loan funds:

1. All transactions such as signing the promissory note are made directly with the student, who must be enrolled in good standing or accepted for enrollment at Gardner-Webb College.

2. The maximum loan for an academic year cannot exceed the student's total cost of education less other financial aid received.

3. Terms of the loan:

    1) Repayment begins six (6) months after termination of education at Gardner-Webb College.

    2) The rate of repayment is $30 monthly.

    3) The rate of interest is seven (7) percent on the unpaid balance.

    4) The borrower is responsible for any litigation fees incurred because of delinquency.

4. The student must reapply when additional funds are needed since loans are not automatically renewed.
5. The student should borrow from only one loan program throughout his enrollment.
6. Separate applications are required for summer loans.

LOAN FUNDS

Deck W. Andrews Loan Fund for Business Majors: This loan fund was initiated in March, 1970 by the Department of Business Administration for majors within the Department who are having difficulty financing their educations. The amount of the loan should not exceed the cost of tuition and is available to juniors or seniors who have established their major.

C. B. Baker Loan Fund: Mr. C. B. Baker of Hickory, North Carolina bequeathed part of his estate to Gardner-Webb College. This amounted to $7,500 and is to be used to help students dedicated to full-time Christian service.

Beaver Dam Baptist Church Fund: The Beaver Dam Baptist Church of the Kings Mountain Association has provided a loan fund to be used in $100 allotments by worthy young men and women, with the understanding that the young people of Beaver Dam Church have first consideration in awarding these funds.

Minerva C. Bland Endowed Memorial Scholarship-Loan Fund: This fund was established by Mr. and Mrs. Charles B. Camp of Shelby, North Carolina. This is an open fund that may be increased at any time. First consideration will be given to students at Gardner-Webb from the Second Baptist Church of Shelby, North Carolina who are preparing for full-time church-related Christian service. Second consideration will be given to students from the same church who are dedicated Christians and need financial aid. Recipients are encouraged to contribute to the fund after they have repaid the loan for the purpose of helping future students.

Boiling Springs Baptist Church Loan Fund: In 1973, the Boiling Springs Baptist Church established a student loan fund with an initial gift of $2,500 to help worthy and needy students in acquiring a Christian education at Gardner-Webb College. Students benefiting from this loan will repay the amount plus interest after graduation on terms set forth by the college.

J. Herbert Bridges Loan Fund: In 1949, J. Herbert Bridges of Charlotte established a loan fund for worthy and needy students.

W. B. and Louise P. Camp Loan Fund: Established in 1972 by Mr. and Mrs. W. B. Camp of Bakersfield, California, this fund is intended to help defray the expenses of needy and worthy students — Christian students of good character who do not use alcohol or tobacco.

Beuna B. Carpenter Floral Loan Fund: The fund originated at Mrs. Carpenter's funeral at her request and amounted to $165. Her wish was that the money be loaned to those who are preparing for any phase of full-time Christian service. Anyone desiring to memorialize Mrs. Carpenter is encouraged to do so at any time.

Mr. and Mrs. Thomas Ray Causby Endowed Loan Fund: This loan is awarded to a worthy student selected by the Financial Aid Committee. The recipient may make a contribution to the fund to help future students.

R. I. Corbett Ministerial Loan Fund: The Reverend R. I. Corbett of Marion, North Carolina bequeathed stock worth approximately $8,000 to establish this fund. Interest from the fund is loaned to worthy students who have chosen a Christian vocation.

A. V. Dedmon Memorial Loan Fund: This fund was established in 1971 by the family of A. V. Dedmon, Sr. of Shelby, North Carolina to assist needy students in acquiring a Christian education.

Elizabeth Extension Homemakers Club Loan Fund: The Elizabeth Extension Homemakers Club of Shelby, North Carolina has provided a loan fund to be used by a worthy young man or woman. It is to be granted on the basis of Christian character and financial need to a qualified student, preferably from Cleveland County.

P. L. Elliott Memorial Loan Fund: This fund was established by the Elliott family and friends for worthy and needy students. Anyone desiring to memorialize our deceased, beloved president is encouraged to help swell this fund.

Hattie Nix Gilliatt Memorial Loan Fund: This fund was established in 1957 as a memorial to Hattie Nix Gilliatt of Shelby, North Carolina to assist needy, worthy students.

Mary Hartwell Groves Loan Fund: Mr. Barron G. Groves established a loan fund on January 10, 1972 in memory of his wife, Mrs. Mary Hartwell Groves, to help needy, deserving students.

Mary Sue Anthony Hamrick Nursing Loan Fund: This fund was established by the family and friends of Mrs. Hamrick to assist needy, worthy Christian students who would exemplify her beliefs. It is an open fund and contributions may be made at any time.

Asbury Carr and Jane Gardner Harrelson Loan Fund: Dr. Michael A. Harrelson and Dr. Lewis G. Harrelson have made gifts of $300 each to Gardner-Webb College to be used as a loan fund for Biology students in honor of their parents, Asbury Carr Harrelson and Jane Gardner Harrelson.

Hendrix Batting Company Loan Fund: A $600 student loan fund was established by Mrs. T. R. Hendrix, Sr. and the late Mr. Hendrix of Trinity, North Carolina. Mr. Hendrix was head of the Hendrix Batting Company of High Point. This fund is available to a worthy student who is in need of financial help.

Marion Hinson Loan Fund: In 1950, Mr. and Mrs. Claude S. Hinson of Belmont, North Carolina gave $2,500 to establish a student loan as a memorial to their son, Marion Hinson.

Joseph Henry Jones Memorial Loan Fund: This loan in memory of Joseph Henry Jones, who gave his life in the Battle of the Bulge on December 16, 1944, was created by his mother, Mrs. J. H. Jones, and other friends to assist worthy students in obtaining a Christian education.

Garrie L. Kendrick Endowed Loan Fund: This fund was established by Mrs. Garrie L. Kendrick in memory of her husband, who was a faithful member of the Gardner-Webb College Board of Trustees. The interest from this fund will be used to aid needy and deserving students. Additions to the fund can be made at any time. The interest from the loans will be added to the principal.

Ada Harris Knowles Loan Fund: This fund was established by Mr. Tom Knowles of Belmont, North Carolina in 1968 in memory of his mother.

Jimmy Ray Lail Memorial Loan Fund: Jimmy was a Gardner-Webb ministerial student in whose memory this fund was created in 1974 by his wife and daughter, and includes memorials from relatives and friends. Students preparing for full-time Christian service or other vocations are eligible to apply for this loan. Gifts to this loan fund can be made at any time.

John Maclaren Lawrence Memorial Loan Fund: In 1954, the Reverend and Mrs. Tom Lawrence of Cliffside, North Carolina established a student loan fund as a memorial to their son, John Maclaren Lawrence. First preference is granted to students from Rutherford County.

Wilma L. McCurdy Memorial Fund: Mrs. Wilma L. McCurdy of Albemarle, North Carolina specified in her will that $5,000 be donated to Gardner-Webb College to provide loans for worthy students from North Carolina.

David Pressley Memorial Loan Fund: In 1956, Gardner-Webb students, faculty members, and friends established a loan fund in memory of David Pressley, a member of the student body who lost his life in an automobile accident.

Reverend and Mrs. H. M. Stroup Endowed Loan Fund: An initial gift of $20,000 by the Reverend H. M. Stroup of Spruce Pine, North Carolina and the late Mrs. Stroup established this fund whose income is to be used to aid students preparing for full-time Christian service. Southern Baptist students will receive first consideration, and they must be approved by their local churches, associations, and the Financial Aid Committee.

Rush Stroup Loan Fund: In 1947, Mrs. Rush Stroup created in memory of her husband a loan fund of $5,000. This fund is used for deserving young people, preferably Cleveland County students and ministerial students.

Lee B. Weathers Endowed Loan Fund: Friends of the late Lee B. Weathers, long time publisher and editor of *The Shelby Daily Star* and former trustee of Gardner-Webb College, established this loan fund following his death in 1958. In 1972 the late Mrs. Breta N. Weathers added $5,000 to this fund through her will in memory of her husband. Income from the fund is to be used as aid for deserving students with preference given to anyone going into journalism or with an interest in public relations or college publications.

Tom and Clara Lee Withrow Loan Fund for Nursing Students: Mr. and Mrs. A. T. Withrow established this fund in 1974-75. The loans will be made to students in the Gardner-Webb Nursing Program. The recipients must meet the standards of the college and be in need of financial aid. The money will be repaid on a schedule set by the Financial Aid Committee of the college. Notes will be executed to guarantee repayment. Students will be encouraged to contribute to the fund after paying off their notes.

Tom Withrow Foundation Loan Fund: In 1953, A. T. Withrow of Charlotte established the "Tom Withrow Foundation Fund" for the purpose of aiding needy and worthy students.

OTHER LOAN FUNDS

Charles Andrews Foreign Language Loan Fund
Board of Associates Loan Fund
Cove Creek Baptist Church Loan Fund
First Baptist Church, Maiden, North Carolina
First Baptist Church, Shelby, North Carolina
Gardner-Webb College Loan Fund
Gastonia Altrusa Loan Fund
Mr. and Mrs. Coleman Goforth Loan Fund
Gold Loan Fund
Dr. C. H. Harrill Loan Fund
G. W. and N. B. Kendrick Loan Fund
L. & R. Oil Company Loan Fund
Logan Loan Fund
Roberts Loan Fund
Schenck Loan Fund
Florence Scism Loan Fund
Shelby Box Company Loan Fund
Shelby Kiwanis Club Loan Fund
Shelby Lions Club Loan Fund
Shelby Rotary Club Loan Fund
Mr. and Mrs. T. M. Stanback Loan Fund
Mr. and Mrs. J. O. Terrell Loan Fund
Union Trust Company Loan Fund
Mrs. Fields Young, Sr. Loan Fund



COLLEGE WORK PROGRAM

Gardner-Webb College provides part-time campus employment to a limited number of students who wish to earn a portion of their college expenses by working. Students interested in securing campus employment should submit the Student Employment Application to the Financial Aid Office. First consideration for work assignments will be given to students who are in need of such earnings to meet college expenses and who submit employment applications by April 1 prior to the academic year in which work is desired. Part-time campus employment for students is available in the cafeteria, residence halls, laboratories, library, and departmental offices.

Federal Assistance Programs

The U. S. Office of Education supports the following five programs of student assistance:

1. Basic Educational Opportunity Grants.
2. Supplemental Educational Opportunity Grants.
3. College Work-Study.
4. National Direct Student Loans.
5. Guaranteed Student Loans.

Any student enrolled at Gardner-Webb College who is a citizen or permanent resident of the United States is eligible to apply for assistance under these programs.

Basic Educational Opportunity Grant (BEOG) Program: Any student may apply for a Basic Grant whose postsecondary education was begun after April 1, 1973. The form "APPLICATION FOR DETERMINATION OF BASIC GRANT ELIGIBILITY" must be completed and submitted in accordance with the instructions on that application. Copies are available from Gardner-Webb College, high schools, Talent Search, Upward Bound Projects, and public libraries, or by writing to P. O. Box 84, Washington, D. C., 20044. Notification of eligibility should be received within four weeks following submission of the application. The student is to forward this notification to the Financial Aid Office which will calculate the amount of the Basic Grant in accordance with guidelines provided by the U. S. Office of Education.

Supplemental Educational Opportunity Grant (SEOG) Program: This program is for students of exceptional financial need who, without the grant, would be unable to continue their education. Applicants are eligible to apply if they are enrolled at least half-time at Gardner-Webb College. Awards range from $200 to $1,000 per year and are not to be repaid.

College Work-Study Employment: The college participates in the federally supported College Work-Study Program and the PACE Program through which students from low-income families are given preference for job assignments. Job opportunities in the Work-Study Program are available on the campus on a part-time basis during the academic year and during the summer. The PACE Program provides full-time summer jobs for qualified students in approved agencies in their hometowns. Students interested in applying for College Work-Study employment must submit both the Application for Financial Aid and the Parents' Confidential Statement. Students interested in applying for summer work in their hometowns through the PACE Program must submit both the Parents' Confidential Statement and the PACE Application Form, which is available by request to the Financial Aid Office or from high school counselors and principals. Applications for summer PACE jobs and for Work-Study jobs during the academic year should be submitted to the Financial Aid Office by April 1.

National Direct Student Loan (NDSL) Program: These funds are for students who are enrolled at least half-time and who need a loan to meet their educational expenses. A Gardner-Webb student may borrow up to a total of $5,000 with repayment beginning nine (9) months following graduation or separation from the college for other reasons. Up to ten (10) years may be allowed for repayment of the loan, and no payments are required for up to three (3) years while serving in the Armed Forces, Peace Corps, or VISTA. During the repayment period three (3) percent interest will be charged on the unpaid balance of the loan principal. Application for this program is to be made through the Financial Aid Office of the college.

Guaranteed Student Loan Program: Loans made directly from a bank, credit union, savings and loan association, or other participating lender willing to make educational loans may be guaranteed by a state or private non-profit agency or insured by the Federal Government. Any student currently enrolled or accepted for enrollment may apply. Maximum loans of $2,500 per year, $7,500 total, and a maximum interest rate of seven (7) percent must be observed.

The Federal Government will pay the interest on these loans for students who are eligible for Federal Interest Benefits until they begin repayment. Payments begin between nine (9) and twelve (12) months after graduation or other separation from the college, and up to ten (10) years may be taken to repay the loan. The amount of the payment depends upon the size of the debt, but the minimum payment is $360 yearly. No payments are required for up to three (3) years while serving in the Armed Forces, Peace Corps, or VISTA, and deferment is available should the student return to full-time study at an eligible institution.

Information and application forms are available from Gardner-Webb College, lenders, State Guarantee Agencies, and Regional Offices of the U. S. Office of Education. Applications must be submitted before June 30 each year.

State Assistance Programs

Guaranteed Student Loan Programs: Residents of North Carolina enrolled full-time may borrow up to $2,500 per academic year through College Foundation, Inc., with funds provided by the North Carolina Banking and Life Insurance Industries. Loans are insured by the State Education Assistance Authority; and under certain circumstances, the Federal Government will pay the interest during the study and grace periods. Applications may be secured from the Financial Aid Office at Gardner-Webb College or from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina, 27605.

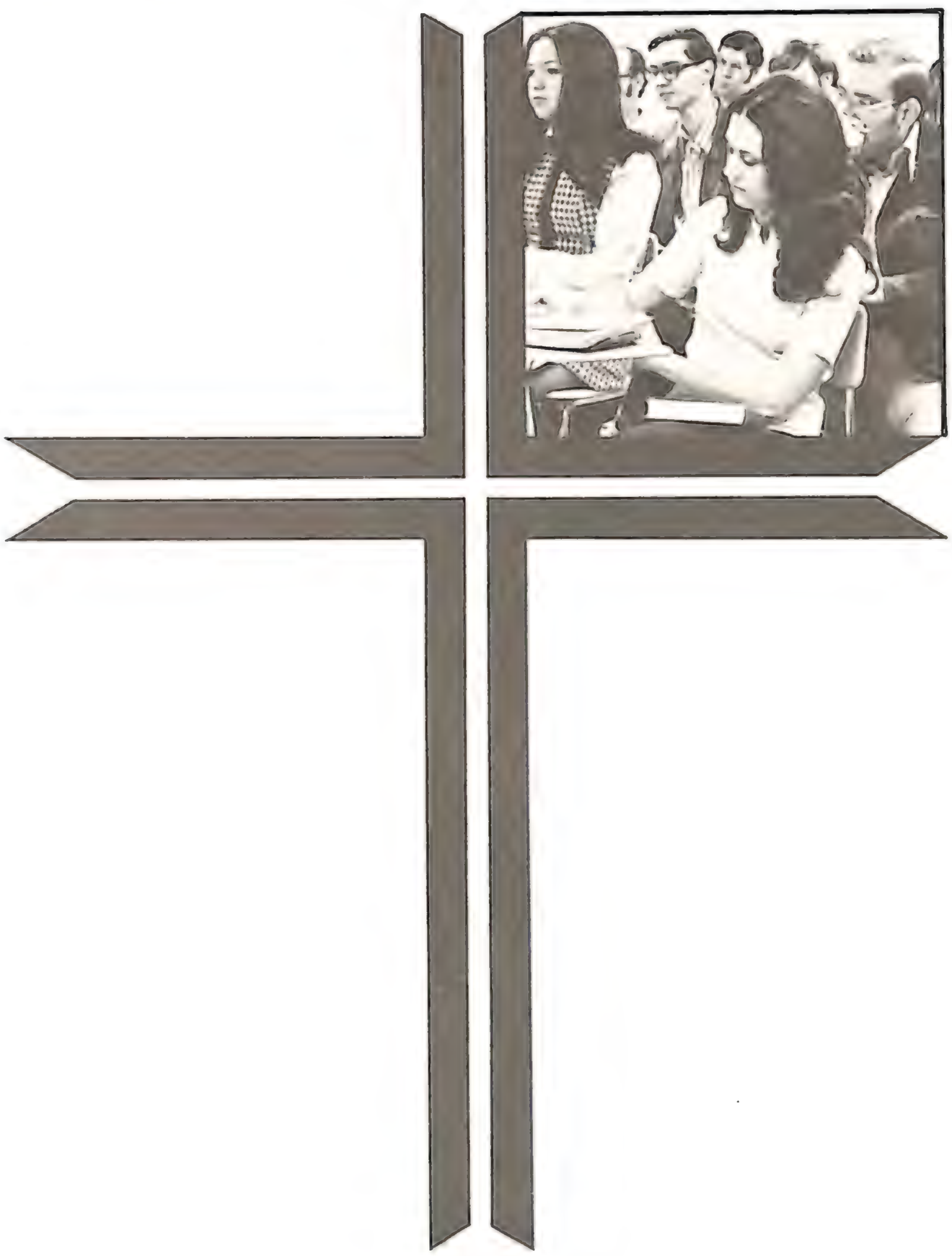
North Carolina Prospective Teachers Scholarship-Loans: The state of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the state to assist them in their educations. The award is $900 per year and is a scholarship if the recipient teaches in North Carolina public schools following graduation. The deadline for submitting the application is March 1.

Vocational Rehabilitation: The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina, 27600.

Private Assistance Program

The Tuition Plan: Private financing of the student's expenses is available through The Tuition Plan of Concord, New Hampshire. This program features convenient monthly payments and Parent Life Insurance, which guarantees funds for the student to continue his education. Additional information is available from the Business Office.

ACADEMIC INFORMATION



GENERAL REGULATIONS AND INFORMATION

Registration

Certain days at the beginning of each semester or summer term are set aside for registration. The student is sent detailed instructions concerning the registration procedures.

A student will not receive credit for any course for which he has not registered.

Late Registration: With special permission a student may be registered during the one week period following the close of the regular registration in any semester. A fee will be charged.

Adding or Changing Courses: The student's schedule of classes may be adjusted by adding or substituting courses with the approval of the Registrar or the Executive Vice President and Dean of the College within one week from the beginning of the semester. A fee will be charged for any change following the student's initial registration unless it is required by the administration of the college.

Dropping Courses: A student may officially withdraw from a course at any time during a semester or summer term. The Registrar provides the necessary forms, and a fee is required. A grade of **W** (withdrew) is recorded for the course through the two weeks following the end of the mid-term grade report period each semester. Thereafter, a **WP** (withdrew passing) or **WF** (withdrew failing) is recorded. No hours attempted are recorded for the **W** or **WP** grades.

Should a student stop attending a course without following the procedure indicated above, the withdrawal is unofficial and a grade of **UF** would be recorded. Hours attempted which cannot be removed by repeating the course would also be recorded.

Course Numbering System: Freshman courses are designated by numbers 100-199; sophomore courses 200-299; junior courses 300-399; and senior courses 400-499. Courses with odd numbers are regularly given in the fall term; courses with even numbers, in the spring term. However, introductory or basic courses in many departments will be offered every term so that students may arrange their work in regular sequence, according to the time of entrance. Following the course descriptions, the first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

Academic Counseling: Each student is required to consult with his faculty adviser prior to each registration period to plan his course of study.

Academic Load: The unit of credit at Gardner-Webb College is the semester hour. A student is considered full time if enrolled for 12 semester hours or more. No boarding student may be enrolled for less than 12 semester hours at any time during a semester unless given permission by the Housing Committee.

The normal load is 16 semester hours, and any student in good standing may enroll for as many as 18 semester hours. Permission to exceed 18 semester hours must be obtained from the Executive Vice President and Dean of the College.

The normal load for summer school is 6 semester hours or a 4 hour laboratory course, and no boarding student may be enrolled for less than 6 semester hours at any time during a summer term unless taking a 4 hour laboratory course, or with permission of the Housing Committee. Permission to carry 7 semester hours must be obtained from the Executive Vice President and Dean of the College.

Auditing Courses: Any full-time student may audit a class without charge, provided he has the permission of the instructor of the course. All others must obtain permission from both the instructor and the Executive Vice President and Dean of the College. A fee is required of all other students as indicated in the financial section.

Auditors are subject to the attendance regulations of the college. Additional requirements, if any, are the responsibility of the instructor.

Credit will not be allowed for any course for which a student registers as an auditor.

Independent Study: The term "independent study" is reserved for those courses specifically designed as guided reading and/or student-initiated research courses, and offered only by major departments.

Independent study is open to students with Junior and Senior standing and requires departmental approval for each participating student. No more than 6 semester hours credit in independent study may be applied toward graduation requirements.

Taking Courses at Other Institutions: Permission for any Gardner-Webb student to enroll at another institution must be obtained beforehand from the Registrar and requires the consent of the chairman of the department in which the student is majoring. The college is not obligated to accept credit for any course when prior permission has not been granted.

A Gardner-Webb student cannot improve his academic standing, as defined by the College Retention Standards, by attending another institution.

Classification of Students

Students are classified at the beginning of the regular school year or at the time of entrance if this is other than the beginning of the school year:

1. Freshmen — Students fully qualified academically for credit as specified in admission requirements who have earned no college credits or who have less than 30 semester hours of credit.

2. Sophomores — Students fully qualified academically for credit who have earned 30 or more semester hours of credit, but less than 60 semester hours.

3. Juniors — Students fully qualified academically for credit who have earned 60 or more hours of credit, but less than 90 semester hours.
4. Seniors — Students fully qualified academically for credit who have earned 90 or more semester hours of credit.
5. Special Students.
    1. Credit students — College graduates and rising high school seniors.
    2. Non-credit students — Auditors, music students not desiring credit, and a limited number of adults admitted to regular classes regardless of previous training.

Student Representation

Students who are on probation, either academic or disciplinary, are not eligible to represent the college until the probation is removed.

Specific information regarding qualifications for membership and offices in campus organizations is contained in the Student Handbook and the Student Government Association constitution.

Honors and Awards

SEMESTER HONORS

Two lists of honor students are posted each semester.

1. Dean's List: Students enrolled for 15 semester hours or more whose semester Quality Point Ratio is 3.7 or better with no grade below C.
2. Honor Roll: Students enrolled for 15 semester hours or more whose semester Quality Point Ratio is 3.2 but less than 3.7 with no grade below C.

ANNUAL AWARDS

Annual awards are made to outstanding students in each subject field, and the student with the highest academic record in each of the four classes receives an award at Commencement.

In memory of the late Professor J. D. Huggins, Mr. L. R. Harrill, State Director for 4-H Clubs, offers a citizenship medal to the male graduate making the best record in scholarship and general interest in college activities.

In memory of the late Miss Etta L. Curtis, Mrs. R. E. Price offers a citizenship medal to the female graduate making the best record in scholarship and general interest in college activities.

The winners of these awards are selected by the faculty.

Mrs. Suttle, widow of the late Rev. John W. Suttle, offers a medal to the student making the best record in Bible courses and having the best grasp of Bible teachings. The recipient is determined by the Department of Religious Studies and Philosophy.

Each year the music faculty chooses the outstanding music student in the college to receive the Schweppe Music Award. This award is given by the Shelby Rotary Club in memory of the late David Schweppe, son of Mr. and Mrs. J. V. Schweppe of Shelby.

GRADUATION HONORS

All students are eligible for graduation honors. A student with transfer credit is considered if his work at Gardner-Webb merits honor, but his overall Quality Point Ratio is used to determine the level of honor.

Baccalaureate degree candidates with Quality Point Ratios of 3.2 or more are graduated *Cum Laude*; those with 3.6 or more are graduated *Magna Cum Laude*; those with 3.8 or more are graduated *Summa Cum Laude*.

Associate degree students whose Quality Point Ratios are 3.2 or more are designated as Honor Students.

Withdrawal, Suspension, and Expulsion

Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is suspension, and expulsion is dismissal for an unspecified period of time.

Any student leaving school before the end of a term is required to secure a withdrawal form from the Registrar's Office, complete it in full, and return it to the Business Office, *otherwise he is not entitled* to honorable dismissal. Honorable dismissal is granted only if these procedures are followed, and failure to comply will result in the recording of the **UF** grade on all work taken that term.



Transcripts

The Registrar will furnish transcripts of credit on request. One official transcript is provided to each student without charge. Subsequent copies are $2.00 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

Summer School and Evening School

Gardner-Webb offers a summer school for the advantage of (1) those who wish to shorten the time required for their education, (2) those who wish to enrich their education by taking more than the minimum requirements, (3) those who wish to take courses that they need to meet graduation requirements, and (4) those required to attend because of academic deficiencies.

Courses are offered during the evening hours to serve those who are unable to attend Gardner-Webb College as day students. Both basic and upper-level courses are included in the curriculum.

High school seniors and rising seniors may take courses in both the summer and evening schools. Credit will be granted for courses successfully completed provided the student graduates from high school and subsequently enrolls at Gardner-Webb College.

For further information concerning summer school or evening school, contact the Executive Vice President and Dean of the College.

ATTENDANCE REGULATIONS

Class Attendance

GENERAL REGULATIONS

1. Since each class meeting is important, and the student is responsible for all of the work — including tests and assignments — of all class meetings, he is expected to attend all class meetings unless providentially hindered or representing the college.
2. The instructor is responsible for recording all absences, for excusing absences, and enforcing these attendance regulations.
3. Serious personal illness or accident and a death in the immediate family are valid excuses; normal contingencies, such as medical appointments, special occasions, and minor emergencies are not valid excuses. (Medical excuses should be signed by a physician or nurse.)
4. No absence without excuse is allowed at the time of an announced test or examination.

5. No absence without excuse is allowed in any laboratory work, and all laboratory work must be made up to the satisfaction of the instructor.

6. Three unexcused tardies count as an unexcused absence. (The student is responsible for clearing tardies with the instructor at the end of the class in which he was tardy.)

7. Being late more than fifteen minutes counts as an absence.

8. Failure to wait ten minutes from the beginning of the period for the arrival of the instructor counts as an absence.

9. For each unexcused absence in excess of that which is allowed below, the instructor may deduct three points from the student's semester grade in that course.

10. After the fourth unexcused absence in any course, the Registrar will be notified, and the student will be called in for counseling.

11. Credit will not be granted for any class in which absences exceed 25 percent. Maximum allowable absences from lecture periods for any reason(s) follow.

Class Meetings Per Week	Maximum Allowable Absences
1	3
2	7
3	11
4	15
5	18



SPECIFIC REGULATIONS

1. For Certain Students: The following students are allowed no unexcused absences:

   (a) All freshmen in their first semester of study at Gardner-Webb College.

   (b) All students on academic probation.

   (c) Students with Quality Point Ratios less than 1.5.

2. For Juniors and Seniors Having a QPR of 2.0 or Above: To take care of normal contingencies — such as medical appointments, special occasions, and minor emergencies — a student is allowed two hours absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only four absences are allowed per semester.

   Any absence in excess of two hours per credit hour must be shown to be an unpreventable emergency.

3. For All Other Students: To take care of normal contingencies — such as medical appointments, special occasions, and minor emergencies — a student is allowed one hour absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only two absences are allowed per semester for each hour of credit in each class.

   Any absence in excess of one hour per credit hour must be shown to be an unpreventable emergency.

Chapel Attendance

Each student is required to attend Chapel each semester he is enrolled at Gardner-Webb College. Any exception to this rule must be approved by the Executive Vice President and Dean of the College. The student is allowed three absences per semester for which he is not accountable. Excuses for Chapel absences must be submitted to the office of the Executive Vice President and Dean of the College for approval. Excessive absences will cause the student to be subject to the loss of all academic credit for the current semester.

GRADING SYSTEM

Scale of Grades

	Hrs. Attempted per Credit Hour	*Quality Points per Credit Hour*
A — Excellent (95-100)	1	4
B — Above average (88-94)	1	3
C — Average (78-87)	1	2
D — Below average, passing (70-77)	1	1
F — Failure (below 70)	1	0
P — Passing	0	0
I — Incomplete	1	0
IP — In progress	0	0
W — Withdrew without penalty	0	0
WP— Withdrew passing	0	0
WF— Withdrew failing	1	0
UF — Withdrew unofficially	1	0
FA — Failure due to excessive absences	1	0

The **I** grade indicates that the student has not completed course requirements within the time limits of the term. It may be assigned only if the student has made arrangements with his instructor prior to the date of the final examination and only if the student has a valid excuse. Serious personal illness or accident and a death in the immediate family are valid excuses. An **I** automatically becomes an **F** unless course requirements are completed within the next semester and counts as an **F** in the student's QPR until it is completed.

The **W** is recorded for each course officially dropped through two weeks following the end of the mid-term grade report period in each given semester. After this, a **WP** or **WF** will be recorded for each course officially dropped. Students who officially withdraw from school and those who are suspended receive a grade of **WP** or **WF** depending on their progress in each course at the time of withdrawal or suspension.

A **UF** is recorded for all courses should a student drop out of school without following official withdrawal procedures. It is also recorded for individual courses which the student drops unofficially by non-attendance. Hours attempted with a grade of **UF** cannot be removed.

The **FA** grade is used to signify that the student's level of performance was passing, but credit could not be allowed because of excessive absences.

Quality Point Ratio

The student's general academic performance is indicated by his Quality Point Ratio, abbreviated QPR. This figure is determined by dividing attempted semester hours into earned quality points. Three Quality Point Ratios are significant for each student: the semester QPR; the QPR for work taken at Gardner-Webb;

and the overall QPR, which includes any work taken at other institutions and the student's work at Gardner-Webb.

Repeating Courses

A course with a grade of **D, F, I, WF,** or **FA** may be repeated. When a course is repeated, only the higher grade is counted in computing the Gardner-Webb and overall QPRs.

Examinations and Reports

Written examinations are required in every course at the end of each semester. Students who do not take these examinations at the scheduled time will receive a failing grade in that subject unless excused by the Executive Vice President and Dean of the College. If the student is excused, his grade will be recorded as Incomplete.

If a student is absent from a test which has been previously scheduled, he is given a grade of zero on that test and is not allowed a second test unless recommended by the teacher. A charge of $2.00 for a test and $5.00 for a final examination will be made unless the absence was for emergency reasons.

Reports of the student's progress are made at the end of each nine weeks. Summaries of these reports are given to the students at the end of each grading period. Parents are mailed mid-semester grades only if the student's progress for any given period is not satisfactory. Only the final semester grade is recorded on the student's permanent record.

RETENTION REQUIREMENTS

Retaining Membership In the Student Body

Students once admitted to the college, who meet all requirements for continuing in school, are considered members of the student body. However, it is the policy of the college to require each registered student to reaffirm annually his desire and intention to retain his membership in the student body. This is done through a special form of application and involves on the part of the college a re-evaluation of the characteristics demonstrated by the student during his enrollment at the college.

Filing of intention to return is expected by April 15. Advance deposits are required each semester as indicated in the Financial Section.

Students who are continuously enrolled at the college do not pay a re-application fee.

Retention Standards

These standards apply to all full-time students. Part-time students are expected to maintain satisfactory progress in class work and Quality Point Ratios. Their eligibility to continue in the college is determined by the Admissions Committee.

These standards will be applied at the close of each academic year to the student's Overall Quality Point Ratio. If a student's academic record is very poor, he may be asked to withdraw from the college.

Students subject to academic restriction, probation, or suspension may attend summer school at Gardner-Webb College in order to remove deficiencies. The records of those attending summer school elsewhere will not be reviewed prior to the fall semester, and those students will continue to be subject to these standards as they applied at the close of the academic year.

I. For Good Standing

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 18 hours.

B. The following minimum Quality Point Ratios must be attained and maintained for the attempted hours indicated.

1. 1-29 hours—1.2 QPR.
2. 30-59 hours—1.6 QPR.
3. 60 hours and above—2.0 QPR.

C. Any achievement below these standards will result in academic restriction, academic probation, or academic suspension.

II. For Academic Restriction

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 15 hours.

B. The following minimum Quality Point Ratios must be attained and maintained for the attempted hours indicated.

1. 1-29 hours—1.0 QPR.
2. 30-59 hours—1.4 QPR.
3. 60-89 hours—1.7 QPR.
4. 90 hours and above—1.9 QPR.

C. Any achievement below these standards will result in continued academic restriction, academic probation, or academic suspension.

III. For Academic Probation

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 15 hours, approved by the Executive Vice President and Dean of the College.
3. The student may not represent the college.
4. The student is allowed no unexcused class absences.

B. Conditions

1. Academic probation will result if the student does not attain good standing after being on academic restriction for two semesters and one summer.
2. Academic probation will result if a student who is subject to academic suspension is allowed to return. This includes:
   1) The student for whom academic suspension is waived because of a 2.0 QPR or above on his previous semester's work.
   2) The student allowed to return without a lapse of one regular semester.
   3) The student returning after a lapse of at least one regular semester.

IV. For Academic Suspension

A. Definition—The student is ineligible to return for one regular semester.

B. Conditions

1. Academic suspension may result if minimal standards for academic restriction are not attained or maintained.
2. Academic suspension may result if the student does not attain good standing after being on academic probation for two semesters and one summer.
3. Academic suspension may be waived on the condition that the student attains a 2.0 QPR or above on his previous semester's work.

GRADUATION REQUIREMENTS

Associate Degree Program

A minimum of 64 semester hours is required for graduation. Up to two semester hours of credit for attendance at Chapel may be applied toward the degree. Other than this, the regulations regarding Chapel are the same as in the Baccalaureate Program. All candidates for graduation are expected to take their last year, their final 30 semester hours, at Gardner-Webb College.

A student must have a minimum grade of **C** on each course required in the major field.

A minimum Quality Point Ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

Each student is responsible for fulfilling all requirements for the degree of his choice. A suggested four-semester plan is included for each to guide the student in course selection.

The student is also responsible for applying officially to the Registrar for his degree at the beginning of the term in which he expects to graduate.

All candidates for graduation are expected to be present at both the Baccalaureate and Commencement services. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

Baccalaureate Degree Program

A minimum of 128 semester hours are required for graduation. About 40% of the student's work should be junior and senior level courses. All candidates for graduation are expected to take their last year, their final 30 semester hours, in residence at Gardner-Webb College. Students transferring from junior colleges are required to complete a minimum of 64 semester hours in senior colleges or universities, with at least the final 30 semester hours at this institution.

A student must have a minimum grade of **C** on each course counted toward his Major.

A minimum Quality Point Ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

The student bears the final responsibility for the selection of his program and adherence to all published regulations and requirements of the college.

The student is responsible for fulfilling all requirements for the degree for which he is registered. Each student must fulfill all the Basic Course Requirements as approved by the Executive Vice President and Dean of the College or the Registrar and all the requirements for his Major, Supportive Studies, and Complementary Electives as approved by his departmental chairman. A transfer student is expected to complete at least one-half of his Major at Gardner-Webb College.

The student is also responsible for applying officially to the Registrar for his degree at the beginning of the term in which he expects to graduate.

All candidates for graduation are expected to be present at both the Baccalaureate and Commencement services. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

DEPARTMENTS OF INSTRUCTION

Baccalaureate Program

DEPARTMENT OF BIOLOGY, CHEMISTRY, AND GEOLOGY (see p. 64)

DEPARTMENT OF BUSINESS ADMINISTRATION (see p. 71)

DEPARTMENT OF EDUCATION (see p. 80)

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE (see p. 85)

DEPARTMENT OF FINE ARTS (see p. 89)

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE (see p. 99)

DEPARTMENT OF HEALTH EDUCATION AND PHYSICAL EDUCATION (see p. 105)

DEPARTMENT OF MATHEMATICS AND PHYSICS (see p. 110)

DEPARTMENT OF PSYCHOLOGY (see p. 114)

DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY (see p. 117)

DEPARTMENT OF SOCIAL SCIENCES (see p. 124)

Associate Degree Program

DEPARTMENT OF BUSINESS ADMINISTRATION (see p. 73)

DEPARTMENT OF NURSING (see p. 130)

Special Degree Program (see p. 133)

BACCALAUREATE PROGRAM
DEGREES AND REQUIREMENTS

The degrees conferred are Bachelor of Arts and Bachelor of Science. The Bachelor of Arts degree is awarded to students majoring in Biblical Literature and Languages, English, French, History, Music, Religion, Religious Education, Social Science, and Spanish. A major in Biology, Business Administration, Early Childhood Education, General Science, Health Education and Physical Education, Intermediate Education, Mathematics, or Psychology leads to the Bachelor of Science degree. A B.S. degree in Medical Technology is awarded iin conjuction with the Bowman Gray School of Medicine.

GENERAL REQUIREMENTS FOR THE BACCALAUREATE DEGREE

I.	The Basic Course Requirements	40-52
II.	A Major in a specified area of concentration, minimum	30
III.	Supportive Studies in area(s) directly related to the Major, minimum	15
IV.	Complementary Electives in area(s) not directly related to the Major, minimum	15
V.	Free Electives to meet the graduation requirement of 128 semester hours	28-12
VI.	Chapel	0-4
	Total	128

Basic Course Requirements

All candidates for the Bachelor of Arts degree will complete the following required courses as specified in Group A. Prospective Bachelor of Science graduates may choose either Group A, B, or C. This option involves only the quantity of semester hours required in Foreign Language, Science, and Mathematics. The Foreign Language requirement may be satisfied by the completion of a Foreign Language course numbered 202 at this college, the transfer of an equivalent college course, or by competency in the language as determined by test. The number of required semester hours is dependent upon the number of high school language units earned by the student.



BASIC COURSE REQUIREMENTS	*Semester Hours Required* Group A	Group B	Group C
ENGLISH 101 and 102	6	6	6
HISTORY 101 and 102	6	6	6
RELIGION 101 and 102	6	6	6
SOCIAL SCIENCE Select any 6 hours from the following: Economics, History (201 and 202 preferred), Geography, Political Science, Psychology, and Sociology.	6	6	6
FINE ARTS Select from the following: Art 207, Art 301 (Early Childhood and Intermediate Education majors only), Music 125, Music 225, Music 226 (Music majors only), Theatre Arts 101, and Theatre Arts 214.	3	3	3
PHYSICAL EDUCATION Select from the following: Physical Education 101 and another course numbered between 102 and 206; Physical Education 108 and 109; and Physical Education 107 and 207 (Physical Education majors only).	2	2	2
FOREIGN LANGUAGE Select from the following: French 101, 102, 201, 202; German 101, 102, 201, 202; Greek 101, 102, 201, 202; Greek 101, 102, and Hebrew 301, 302; Hebrew 301, 302, 401, 402; Latin 101, 102, 201, 202; and Spanish 101, 102, 201, 202.	0-12	0	0
NATURAL SCIENCE Select from the following: Biology 101 and 102; Chemistry 101 and 102 or 104; Geology 101 and 102; Physics 201 and 202; and Science Education 101 and 102 (Early Childhood and Intermediate Education majors only). For secondary, special, and occupational teacher certification in any subject, Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	8	16 (2 sciences)*	8
MATHEMATICS Group C excludes Mathematics 103 and must include 3 hours above Mathematics 210.	3	3	9
TOTAL	40-52	48	46

* Physical Education majors will use Biology 203, 204, and Physical Education 405 as their second science.



Majors

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection should be made before the student begins his junior year. Each student is required to register his intention with the chairman of the department in which he wishes to major. The departmental chairman, upon granting permission to the student to pursue his chosen course of study, will communicate this information to the office of the Executive Vice President and Dean of the College.

When a student is accepted as a major, his academic counseling becomes the responsibility of the departmental chairman. He may delegate this responsibility to any member of his faculty for that period of time which best serves the interest of the student.

The student may not change his Major without the joint approval of the Executive Vice President and Dean of the College and the departmental chairmen concerned.

A student may be declared to have a double Major by meeting the requirements of a primary Major plus 30 hours in a secondary field as approved by the departmental chairman of the secondary Major. The two Majors would be mutually supportive or complementary as the case might be, but no course may be counted in both Majors. A student graduating with a double Major would receive only one degree, that of his primary Major.

Freshmen and Sophomores who are uncertain about the field of study they wish to major in may follow the program listed below during their first two years:

FRESHMAN

FIRST SEMESTER	*Semester Hours*	SECOND SEMESTER	*Semester Hours*
English 101	3	English 102	3
Foreign Language	3	Foreign Language	3
History 101	3	History 102	3
Mathematics (or Fine Arts)	3	Fine Arts (or Mathematics)	3
Physical Education	1	Physical Education	1
Religion	3	Religion	3
Chapel		Chapel	
	16		16

SOPHOMORE

Foreign Language	3	Foreign Language	3
Natural Science	4	Natural Science	4
Social Science	3	Social Science	3
Elective	3	Elective	3
Elective	3	Elective	3
Chapel		Chapel	
	16		16

Freshmen and Sophomores intending to pursue a Major in a scientific field not offered at Gardner-Webb, such as Engineering or Pharmacy, are advised to follow the two-year program listed below.

FIRST YEAR	*Semester Hours*	SECOND YEAR	*Semester Hours*
English 101, 102	6	Biology 101, 102 or Chemistry 101, 104	8
History 101, 102	6	Select one:	6-8
Foreign Language	6	Biology 203, 204	
Biology 101, 102 or Chemistry 101, 104	8	Chemistry 201, 202	
Mathematics 111, 112	6	Physics 201, 202	
Chapel	1	Mathematics 221, 222	
		Social Science Electives	6
		Foreign Language	6
		Physical Education	2
		Electives	3-6
		Chapel	1
Total	33	Total	34-35

Chiropractic colleges will accept two years of college credit provided it conforms to the following distribution:

English ..... 6 hours
Science ..... 20-40 hours
- Biology
- Chemistry
- Physics
- Mathematics

Social Studies ..... 10-20 hours
- History
- Economics
- Political Science
- Sociology
- Psychology

Humanities ..... 6-9 hours
- Literature
- Philosophy
- Religion
- Art
- Music

Supportive Studies, Complementary and Free Electives

Supportive Studies, in general, are courses chosen by the student in consultation with his faculty adviser which are closely related to, but not identical with, his Major. The purpose of these courses is to give a broad base of support to the student's Major or to his professional preparation. These courses may be taken from more than one area.

Complementary Electives are selected in the same manner as Supportive Studies. They are chosen from areas not closely related to the student's Major, and are intended to give breadth to his total academic experience.

The student is at liberty to select his Free Electives from any field of study.

Chapel

One semester hour of credit is given for two semesters' attendance at Chapel, and a maximum of four semester hours credit for Chapel may be applied toward the completion of the 128 hours required for graduation. Students who do not offer four hours credit for Chapel must complete the required 128 hours by taking additional hours credit.

Department of Biology, Chemistry, and Geology

Courses in Biology and Chemistry help to develop a better understanding of living things and the properties and chemical composition of the material world. Students majoring in this department may prepare for graduate study, for teaching, and for professional study in medicine, dentistry, pharmacy, optometry, medical technology, nursing, physical therapy, agriculture, and industry.

DEGREE REQUIREMENTS

The Bachelor of Science Degree With a Major in Biology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61)	40-52
Biology 101 and 102 are required and will satisfy the Natural Science requirement in Groups A and C. Chemistry 101 and 102 or 104 are also required if Group B is elected. Mathematics 111 is required and will satisfy the Mathematics requirement in Groups A and B. Mathematics 112 is also required if Group C is elected. German is the recommended Foreign Language.	
MAJOR	30
The Major requires 30 hours above Biology 101 and 102 including at least two semesters of Biology Seminar and a minimum of 8 hours of plant and 8 hours of animal biology.	
SUPPORTIVE STUDIES	15
Chemistry 101 and 102 or 104 are required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. The remaining hours may be taken in the Natural Sciences and Mathematics as approved by the faculty adviser. Chemistry 201 and 202 and Physics 201 and 202 are recommended.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128



Note: Nursing students may complete this degree with a minimum of 60 semester hours in addition to their required courses for the Associate in Arts degree. Nursing 101 and 102 may be counted as Supportive Studies, Nursing 290 as a Complementary Elective, and Nursing 201 and 202 as Free Electives.

The Bachelor of Science Degree
With a Major in Biology
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61)	40-52

The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. German is the recommended Foreign Language. Biology 101 and 102 are required and will fulfill the Natural Science requirement in Groups A and C. If Group B is elected, Geology 101 and 102 must be taken, also. The Mathematics requirement in Groups A and B must be met by taking Mathematics 111. Mathematics 112 is also required if Group C is elected.

MAJOR 30

The Major requires 30 hours above Biology 101 and 102. These courses should be selected to include the following areas: physiology, both cellular and general, morphology, behavior, genetics, growth and development, evolution, systematics, and ecology. At least two semesters of Biology Seminar are required.

SUPPORTIVE STUDIES 15-22

Chemistry 101, 102 or 104, and Education 432 are required. Geology 101 and 102 are also required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. Any remaining hours may be selected from Mathematics and/or the Natural Sciences, as approved by the faculty adviser. Chemistry 201, 202, Physics 201, and 202 are recommended.

COMPLEMENTARY REQUIREMENTS 29

Education 412, 422, 450, Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 81).

FREE ELECTIVES 14-0

CHAPEL 0-4

Total 128-137

The Bachelor of Science Degree
With a Major in General Science

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61)	40-52
To satisfy the Natural Science requirement, those electing the Biology concentration must take Chemistry 101 and 102 or 104, those electing the Chemistry concentration must take Biology 101 and 102, and those electing Group B must take Physics 201 and 202, also. The Mathematics requirement must be met by taking Mathematics 111.	
MAJOR	32
The Biology concentration requires 24 hours of Biology, Geology 101, 102, and at least one semester of Biology Seminar.	
The Chemistry concentration requires 24 hours of Chemistry, Geology 101, 102, and at least one semester of Chemistry Seminar.	
SUPPORTIVE STUDIES	14
Physics 201 and 202* and Mathematics 112** are required. The remaining hours may be selected from Mathematics, the Natural Sciences, and/or Data Processing, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Areas not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	27-11
CHAPEL	0-4
Total	128

**Counted only in the Basic Course Requirements if Group B is elected.*
***Counted only in the Basic Course Requirements if Group C is elected.*

The Bachelor of Science Degree
With a Major in General Science
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. To satisfy the Natural Science requirement, those electing the Biology concentration must take Chemistry 101 and 102 or 104, those electing the Chemistry concentration must take Biology 101 and 102, and those electing Group B must take Physics 201 and 202, also. The Mathematics requirement must be met by taking Mathematics 111.	

MAJOR	32

The Biology concentration requires 24 hours of Biology approved by the faculty adviser, including at least one semester of Biology Seminar, and Geology 101 and 102.

The Chemistry/Physical Science concentration requires 24 hours of Chemistry approved by the faculty adviser, including at least one semester of Chemistry Seminar, and Geology 101 and 102.

SUPPORTIVE STUDIES	14

Physics 201 and 202*, Mathematics 112**, and Education 432 are required. Any remaining hours may be selected from Mathematics, the Natural Sciences, and/or Date Processing, as approved by the faculty adviser.

Chemistry 201 and 202 are recommended for the Biology concentration.

Mathematics 221 is recommended for the Chemistry/Physical Science concentration.

COMPLEMENTARY REQUIREMENTS	29

Education 412, 422, 450, Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 81).

FREE ELECTIVES	13-0
CHAPEL	0-4
Total	128-131

Counted only in the Basic Course Requirements if Group B is elected.
**Counted only in the Basic Course Requirements if Group C is elected.*



BIOLOGY

101. General Biology. An introduction to the study of biology. Topics included are the chemistry and structure of the cell, molecular biology, evolution, genetics, reproduction, homeostasies, growth and development, and ecology. 3-2-4.*

102. General Biology. A study of representative organisms from each of the major groups, both plant and animal. 3-2-4.**

201. Invertebrate Zoology. A study of the structure, function, and taxonomy of the invertebrates. 3-3-4.

202. Vertebrate Zoology. A systematic study of the vertebrates, including morphology, physiology, taxonomy, behavior, and evolution. 3-3-4.

203, 204. Human Anatomy and Physiology. A study of the structure and functions of the human body. 2-2-3, 2-2-3.

206. Microbiology. A study of the fundamental aspects of microorganisms, with emphasis on the bacteria. 3-3-4

207, 208. Botany. The morphology, physiology, reproduction, and ecological relationships of plants. 3-2-4, 3-2-4.

210. Identification of Trees and Shrubs. 2-4-4.

301. Genetics. A study of the principles of heredity (including molecular and population genetics), their significance in human inheritance, plant and animal breeding, and evolution. 3-0-3.

391, 392, 491, 492. Seminar. Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and Seniors in 491, 492. Required for all majors. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

401. Cell Biology. The anatomy of cells, intercellular structures, tissues, and the physiological and molecular manifestations of each. 2-4-4.

402. Ecology. A study of life in relationship to the environment. The ecosystem approach is emphasized. Man's self-inflicted problems, such as pollution are investigated. Much field work is done. 3-2-4.

404. Vertebrate Embryology. A study of the developmental anatomy of the vertebrate from the formation and union of germ cells to birth. Prerequisite: Biology 201-202. 3-3-4.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

***Biology 101 and 102 or Departmental approval are prerequisite to all upper level courses.*

422. Biochemistry. (See Chemistry 422.) 3-3-4.

495, 496. Independent Study. Individual work planned to meet the need and interests of qualified students 0-Independent Study-3, 0-Independent Study-3.

CHEMISTRY

101, 102. General Chemistry. Introduction emphasizing fundamental laws and theories, atomic equilibria, nuclear and organic chemistry. Elements and compounds with periodic chart background. 3-3-4, 3-3-4.

104. General Chemistry and Qualitative Analysis. Lecture same as 102. About 75% laboratory cation-anion semi-micro procedures. Prerequisite: Chemistry 101. 3-3-4.

201, 202. Organic Chemistry. Aliphatic-aromatic series and derivatives. Laboratory involves typical compound preparations. Prerequisite: Chemistry 102 or 104. 2-4-4.

301. Analytical Chemistry. Volumetric analysis stressing acid-base and redox titrations. Gravimetric analysis. Problems. Prerequisite: Chemistry 102 or 104. 2-4-4.

302. Analytical Chemistry. Analysis applied toward industry, biochemistry, ecology. Instrumentation. Problems. Prerequisite: Chemistry 301. 2-4-4.

311. Geochemistry. An in-depth study of selected chemical principles that are fundamental to understanding of elemental formation, petrogenesis, chemical oceanography, and atmospheric studies. The cyclic nature of geochemical processes is stressed. Prerequisite: Chemistry 101 and 104. 3-0-3.

391, 392, 491, 492. Chemistry Seminar. Directed reading, study, and discussion designed to re-emphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and Seniors in 491, 492. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

401, 402. Physical Chemistry. Application of laws of physics and mathematics to chemistry. Kinetics and thermodynamics. Prerequisites: Chemistry 302 and Mathematics 222. 3-3-4, 3-3-4.

422. Biochemistry. A discussion of the kinds of compounds found in living organisms, their biochemical reactions and significance. The laboratory work parallels the classroom study. Prerequisite: Chemistry 201. 3-3-4.

495, 496. Independent Study. Individual work planned to meet the need and interests of qualified students. 0-Independent Study-3, 0-Independent Study-3.

GEOLOGY

101. Physical Geology. A survey of the nature and origin of minerals and rocks, volcanoes, earthquakes, soil, mountains, landscape, coastal features, and the geologic work of glaciers, streams, and wind. 3-2-4.

102. Historical Geology. A survey of geologic history of the earth as told by the rocks. Emphasis will be placed on the development of life throughout geologic time. Prerequisite: Geology 101. 3-2-4.

SCIENCE EDUCATION

101. Life and Physical Science (Early Childhood and Intermediate). This course is an introduction to the Physical Sciences with emphasis on Physics and Chemistry. For Elementary Education majors only. 3-3-4.

102. Life and Physical Science (Early Childhood and Intermediate). This course is an introduction to the Earth and Biological Sciences with emphasis on Geology, Astronomy, and Biology. For Elementary Education majors only. 3-3-4.

Department of Business Administration

The Department of Business Administration accepts candidates for the Bachelor of Science degree with concentrations in accounting, data processing, economics, management, office administration and procedures, transportation, and business education.

The major purposes of the Department are: (1) career preparation for business and office occupations, (2) to provide a foundation for continued study in graduate or professional schools, and (3) to contribute to the attainment of economic efficiency.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Business Administration

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61) The Mathematics requirement must be met by taking Mathematics 103 or 3 hours of algebra. Economics 203 and 204, which are required, may satisfy the Social Science requirement.	40-52
MAJOR Business Administration 213, 214, 312, 316, 325, 411, and 412 are required except as noted below. The remaining hours may be selected according to the concentration chosen.	30
SUPPORTIVE STUDIES Business Education 307* and Economics 307 are required. The remaining hours may be selected according to the concentration chosen.	15
COMPLEMENTARY ELECTIVES Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	15

FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

*May be omitted by those students who show tested proficiency.

CONCENTRATIONS

The courses listed below may be elected in the Major, Supportive Studies, and Free Electives to lead to the designated concentrations.

Accounting
Business Administration 313, 314, 315, 425, 435, and 450.

Data Processing
Data Processing 201, 202, 301, 405, and 406.

Economics
Economics 301, 311, 315, 318, 411, 440, and 450. Business Administration 316 and 412 may be omitted in the Major.

Finance
Business Administration 330, 452, 460, Economics 301, 318, and 440.

Management
Business Administration 400, 416, 460, Economics 301, 311, and 318.

Office Administration and Procedures
Business Education 305, 306, 308, 403, 404, 405, 406, 407, and 408. Business Administration 316, 412, and Economics 307 may be omitted.

Transportation
Business Administration 305, 330, 460, Economics 303, 304, and 311.

During the freshman and sophomore years the student should complete Business Administration 213, 214, Economics 203, 204, Mathematics 103 or 3 hours of algebra, and Business Education 307.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Business Administration
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61)	40-52

Economics 203 and 204, which are required, will satisfy the Social Science requirement. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125 if Group B or C is elected. The Natural Science requirement must be fulfilled by taking Biology 101 and one of

the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.

MAJOR 30
Business Administration 213, 214, 312, 316, 325, 400, 411, Economics 307, 318, and Data Processing 201 are required.

SUPPORTIVE STUDIES 15
The concentration in Business Education requires Business Education 404, 405, 406, 407, and 408.
The concentration in Basic Business requires Business Administration 313, 401, 412, Economics 301, and Business Education 307. (Note: Six (6) semester hours of typewriting are required to be certified to teach typewriting in North Carolina.

COMPLEMENTARY REQUIREMENTS 35-36
The concentration in Business Education requires Business Education 403.
For teacher certification: Business Education 430, Education 412, 422, 450, Health 221, Psychology 201, 302, 303, 6 hours of literature (see p. 81), and 3 hours from one of the following areas: Anthropology, Geography, Political Science, and Sociology.

FREE ELECTIVES 8-0

CHAPEL 0-4

Total 128-137

In addition to its offerings in the Baccalaureate Program, this department offers the Associate in Arts degree in the two programs set out below. These courses of study are designed for that student who desires a well-rounded two-year program which will fit him for an effective career in the business world. However, any courses taken in a two-year program may be applied toward the Bachelor of Science degree.

DEGREE REQUIREMENTS

The Associate in Arts Degree
General Business

First Year

BA 213 Accounting Principles	3	BA 214 Accounting Principles	3
BA 101 Business Principles	3	ENG 102 Composition and World Literature	3
*BE 307 Typewriting	3	BA 325 Business Communications	3
ENG 101 Composition	3	Physical Education (see p. 105)	1
Physical Education (see p. 105)	1	Electives	6
Electives	3		
Total	16	Total	16

Second Year

BA 316 Principles of Management	3	ECO 204 Principles of Economics	3
BA 411 Business Law	3	PSY 201 General Psychology	3
BA 312 Corporation Finance	3	Religion 102 Introduction to the New Testament	3
ECO 203 Principles of Economics	3	Electives	7
Religion 101 Introduction to the Old Testament	3		
Electives	1		
Total	16	Total	16

Business Education 307 may be omitted by those students who show tested proficiency.

Secretarial Science

First Year

BA 101 Business Principles	3	BE 308 Typewriting	3
*BE 307 Typewriting	3	ENG 102 Composition and World Literature	3
ENG 101 Composition	3	Religion 102 Introduction to the New Testament	3
Religion 101 Introduction to the Old Testament	3	Physical Education (see p. 105)	1
Physical Education (see p. 105)	1	Electives	6
Electives	3		
Total	16	Total	16

Second Year

BA 213 Accounting Principles	3	BA 325 Business Communications	3
BA 411 Business Law	3	BE 404 Secretarial Practice	3
BE 403 Office Machines	4	BE 408 Typewriting	3
BE 407 Typewriting	3	Electives	7
Electives	3		
Total	16	Total	16

Business Education 307 may be omitted by those students who show tested proficiency.

BUSINESS ADMINISTRATION

101. Business Principles. An introductory course in the organization, functions, operations, controls, and problems of business enterprises. 3-0-3.*

213, 214. Accounting Principles. Present day methods of establishing and interpreting business records and reports. 3-0-3, 3-0-3.**

305. Traffic Management. Use of transport services. Prerequisite: Economics 303. 3-0-3.

312. Corporation Finance. Principles governing financial operations and financial management of business enterprises. Prerequisite: Business Administration 214. 3-0-3.

313, 314. Intermediate Accounting. Analysis of problems and accounting principles of advanced accounting theory and application. Prerequisite: Business Administration 214. 3-0-3, 3-0-3.

315. Cost Accounting. An introduction to cost accounting and standard cost methods. Prerequisite: Business Administration 214. 3-0-3.

316. Principles of Management. Theory and practice of business organization and operations. 3-0-3.

325. Business Communications. Language skills for written and spoken communication in business. 3-0-3.

330. General Insurance. Fundamental principles of risk and risk bearing and the insurance mechanism as a method for reducing risk and sharing losses. 3-0-3.

400. Personnel Management. Principles and practices in personnel management relating to securing, training, retaining of employees. Prerequisite: Business Administration 316. 3-0-3.

401. Administrative Office Management. Presents the principles of office management, including its functions, office automation, planning, controlling, organizing, and actuating office problems. Prerequisite: Business Administration 316. 3-0-3.

403. Industrial Psychology. (See Psychology 403.) 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

***Business Administration 213 and 214 are prerequisites for upper level courses for Business Administration majors.*

405. Computer Augmented Accounting. (See Data Processing 405.) 3-0-3.

406. Advanced Computer Augmented Accounting. (See Data Processing 406.) 3-0-3.

411. Business Law. Legal principles in contracts, agency and negotiable instruments. 3-0-3.

412. Business Law. Legal principles in bailments, sales, partnerships, corporations, and real estate. Prerequisite: Business Administration 411. 3-0-3.

415. Advanced Cost Accounting. Covers accumulation of cost data and subsequent flow information. Also, budgeting, gross profit analysis, linear programming, and cost-volume-profit-analysis are covered. 3-0-3.

416. Industrial Management. Principles and practices in the management of industrial plants covering plant location and layout, materials handling, quality control, maintenance, and production control. Prerequisite: Business Administration 316. 3-0-3.

420. Internship in Business. Prerequisite: Junior standing and Departmental approval. 0-3 months-15.

425. Federal Income Tax. Analysis of personal income tax laws. Prerequisite: Business Administration 214. 3-0-3.

426. Federal Income Tax (Advanced). A continuation of Business Administration 425, taking up United States regulations of corporate, partnership, estate, trust, gift, and social security taxes. 3-0-3.

435. Advanced Accounting. Accounting for partnerships, consignments, installment sales, insurance, receiver's accounts, and annuities. Prerequisite: Business Administration 313. 3-0-3.

450. Auditing. Principles, techniques, and procedures, and legal responsibility of auditors. Prerequisite: Business Administration 314. 3-0-3.

452. Investments. Analysis of investment securities and objectives. Prerequisite: Business Administration 214. 3-0-3.

460. Government and Business. Governmental role in business regulation. 3-0-3.

470. CPA Practice Review. Designed to study the areas of accounting that usually appear on the Practice Section of the examination for becoming a Certified Public Accountant. 3-0-3.

490. Seminar in Business. Prerequisite: Senior standing. 3-0-3.

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

BUSINESS EDUCATION

305. Shorthand. Basic principles of Gregg Shorthand. 3-2-3.

306. Shorthand. Reviews basic principles with emphasis on new-matter dictation and transcription. 3-2-3.

307. Typewriting. Designed to give the student a command of the keyboard. 3-1-3.

308. Typewriting. Speed and accuracy on straight copy and production work is emphasized. 3-1-3.

403. Office Machines. Operating knowledge of the transcribing machine, adding, calculating, and posting machines. Prerequisite: Business Education 307, 308, or the equivalent. 3-3-4.

404. Secretarial Practice. Acquaints the student with secretarial duties in the office, including human relations, correspondence responsibilities, transmittal services, receptionist and telephone techniques, and filing procedures. Prerequisite: Business Education 308. Offered second semester. 3-0-3.

405, 406. Shorthand. Review of all shorthand theory and mechanics of grammar. Emphasis on ability to take dictation and transcribe it in acceptable form. Prerequisite: Business Education 306 or two semesters of shorthand. 3-2-3, 3-2-3.

407, 408. Typewriting. Designed to increase speed and improve efficiency in production work and straight copy. Prerequisite: Business Education 308. 3-1-3, 3-1-3.

430. Methods of Teaching Business. A study of the methods, techniques, and practices as applied to the teaching of business subjects in the secondary school. 3-0-3.

DATA PROCESSING

201. Basic Computer Systems Principles — Part I. This course is designed to acquaint the student with the basic components that make up a computer system and what each component contributes to the overall operation of such a system. The student will learn about the special codes in which data is represented inside computers as it is read in, stored, processed, and put out. The student learns what a data processing problem is, what constitutes a "solution" to such a problem, and how to use certain special tools associated with solving data processing problems. 3-0-3.

202. Basic Computer Systems Principles — Part II. A continuation of Data Processing 201 with special attention given to third and fourth generation hardware and software. The student will be introduced to three widely used programming languages: BAL, COBOL, and RPG. Business applications of the computer will be stressed (and the systems analysis underlying these applications) rather than scientific uses. Prerequisite: Data Processing 201. 3-0-3.

301. RPG Computer Programming — Part I. This course is designed to help students to create programs utilizing Report Program Generator Language and to determing the extent to which RPG may be helpful in business installations. Upon successful completion of the course, the student is able to:

1. Code specifications sheets.
2. Produce a spacing chart of any output report and/or summary records to be generated.
3. Select the coding approach that will result in the fewest generated program instructions.
4. Create the control cards required for the assembling and running of the RPG Program.

Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. Laboratory fee. 3-3-4.

302. RPG Computer Programming — Part II. A continuation of Data Processing 301 with special attention given to more advanced business and mathematical problems. The student learns to work with zero suppression, decimal alignment, and editing of a field. The student is assigned laboratory problems and one project. Prerequisite: Data Processing 301 or permission of Chairman of department. Laboratory fee. 3-3-4.

305. FORTRAN Computer Programming — Part I. Basic FORTRAN programming followed by applications using the computer to approximate integrals, to solve equations, systems of equations, and differential equations. Prerequisites: Mathematics 111, 112 and Data Processing 201, 202, or permission of Chairman of department. Laboratory fee. 3-3-4.

341. Computer Systems Fundamentals. In this course, the student will learn how to use the computer as a tool for solving problems. The student will learn that the problem has to be analyzed and fed into the computer in a certain way before the computer can begin solving it. The student learns standard techniques and procedures for reducing his data processing problem to a form that the computer can handle. Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. 3-0-3.

361. COBOL Computer Programming — Part I. This course is designed to help students to create programs utilizing the COBOL compiler and to determine the best possible solution to a given problem using many alternatives. Attention is given to basic programming concepts, flowcharting, documentation, addition, subtraction, multiplication, division, compute statements, final totals, comparing, condition names, heading-print overflow, minor totals, intermediate totals, major totals, and table lookup. Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. Laboratory fee. 3-3-4.

405. Computer Augmented Accounting. A course designed to introduce the student to the problem-solving capacity of the computer. The student, with no prior knowledge of programming, will call upon programs to journalize, post, and prepare reports. Prerequisite: Business Administration 214. 3-0-3.

406. Advanced Computer Augmented Accounting. A course that describes in simple and basic terms how the FORTRAN IV language may be used in the application of the computer to solve accounting and business problems. Prerequisite: Data Processing 405. 3-0-3.

421. PL/1 Computer Programming — Part I. Included in this course is the use of IBM Model 1130 Computer. The course is designed to acquaint the student with programming instruction, computer languages, writing a program, flow charting, paper tape, magnetic tape, and types of systems. The student learns the fundamentals of assignment statements, basic control statements, executable statements, non-executable statements, input, output, array expressions, attributes, block structure, operators, character sets and program definition. Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. Laboratory fee. 3-3-4.

461. COBOL Computer Programming — Part II. A continuation of Data Processing 361 with special attention given to more advanced business problems. The student will learn to work with magnetic tape sequential processing, sequential updating, indexed sequential access method, direct-access devices, indexed sequential access method-sequential retrieval, random updating, COBOL subroutines, overlays, binary search table lookup, and program writing techniques. Prerequisite: Data Processing 361. Laboratory fee. 3-3-4.

ECONOMICS

200. Free Enterprise Economics. Analysis of individual units and overall aspects of the Free Enterprise System. For *non-Business Administration* majors only. 3-0-3.

203. Principles of Economics. Theory of national income. 3-0-3.

204. Principles of Economics. Theories of market and market adjustments. Prerequisite: Economics 203. 3-0-3.

301. Money and Banking. Basic theories and analyses of money value and control. Prerequisites: Business Administration 214 and Economics 203-204. 3-0-3.

303. Economics of Transportation. Analysis of the function of transportation in business. Prerequisite: Economics 203-204. 3-0-3.

304. Motor Freight Transportation. Attention is given to business, social, and urban aspects of highway and automotive development. Prerequisite: Economics 303. 3-0-3.

307. Economic Statistics. Statistical methods as applied to economic and business data. Prerequisite: Mathematics 103 or 112. 3-0-3.

311. Labor Economics. Analysis of the labor market as affecting business and society. Prerequisite: Economics 203-204. 3-0-3.

315. Development of Economic Thought. Study and influence of the major schools of thought. Prerequisite: Economics 203-204. 3-0-3.

318. Marketing. A comprehensive analysis of the marketing system and the marketing processes. Prerequisite: Economics 203-204. 3-0-3.

411. Comparative Economic Systems. Analysis of the major economic systems. Prerequisite: Economics 203-204. 3-0-3.

440. Public Finance. Examination of governmental expenditures, sources of revenue, public credit, taxation, and fiscal policy. Prerequisite: Economics 203-204. 3-0-3.

450. International Trade. A study of the history and mechanisms of international trade. Prerequisite: Economics 318. 3-0-3.

460. Government and Business. (See Business Administration 460.) 3-0-3.

490. Seminar in Economics. Prerequisite: Senior standing. 3-0-3.

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

Department of Education

The Department of Education has as its primary responsibility the preparation of young men and women as elementary teachers, secondary teachers, and teachers in the special subject areas. Teacher training is recognized throughout the college as one of the important functions of the institution.

Within the framework of the liberal arts and sciences curricula, the Department of Education offers programs in early childhood (K-3), intermediate (4-9), and secondary education (9-12), which fulfill the requirements for a North Carolina Class A Certificate. The Department also offers a variety of courses that may be taken by career teachers for certificate renewal or self improvement. Specific emphasis is given to competency based experiences that will enable the prospective teacher to relate theory to practice through: (1) the understanding of human growth and behavior, (2) the promotion of professional and moral development, (3) an increased awareness of the duties and responsibilities of teaching, and (4) the preparation of the prospective teacher to become an integral, contributing member of his community.

TEACHER EDUCATION

Specific characteristics of the Teacher Education Program are:

1. Students are provided a variety of experiences during the freshman and sophomore years that enable them to make valid career choices relative to teaching.
2. Developmental laboratory experiences in area public schools are provided throughout the program.
3. Low faculty-student ratio enables the prospective teacher to receive personalized instruction and guidance.

4. Student teaching experiences are provided in a variety of settings including traditional self-contained classroom, open classroom, team teaching, and inter-institutional teaming of student teachers.

5. Specific emphasis is given to helping the prospective teacher develop the competencies needed to individually personalize instruction.

6. A post-student teaching follow-up is provided for each student.

7. Department of Education faculty assist the Placement Office in helping the prospective teacher locate suitable employment. Each student must file with the Placement Office during the first semester of the senior year.

8. The very active college chapter of the Student National Education Association provides a variety of opportunities for students to develop professional skills and relationships.

Students who plan to become teachers need to be aware of the following essential differences between the state certification requirements and the Basic Course Requirements of the college.

1. Two literature courses must be taken in addition to the basic requirement in English. The student's course of study should include English, American, and nonwestern Literature.

2. Health 221 (Personal and Community Health) is required of all prospective teachers in addition to the Physical Education requirement.

3. The six-hour Social Science elective must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology.

4. Art 207 (Art Appreciation) or Music 125 (Music Appreciation) is required to satisfy the Fine Arts requirement for prospective secondary teachers who elect Group B or C.

Each student who plans to seek teacher certification must file two applications with the Department of Education:

1. The Application for Admission to the Teacher Education Curriculum should be submitted by the beginning of the sophomore year.

2. The Application for the Student Teaching Program must be submitted by February 1 of the junior year. A fee is charged for late application.

The Teacher Education Committee is charged with the responsibility of processing all applications. To be admitted to the Teacher Education Curriculum, the student must meet the following requirements:

1. Be recommended by the department in which he is majoring.

2. Satisfactorily complete tests, including the STEP tests, as required by the Teacher Education Committee. (These tests, except the speech test, are given during orientation week and should be taken at the beginning of the student's sophomore year.)

3. Have exhibited good citizenship.

4. Be free of handicaps which might interfere with his effectiveness as a teacher.

5. Have attained and maintained the following minimum Quality Point Ratios for the attempted hours indicated.
   1) 1-29 hours — 1.5 QPR
   2) 30-59 hours — 1.8 QPR
   3) 60 hours and above — 2.0 QPR

6. Show promise of success as a future teacher.

To be eligible for acceptance in the Student Teaching Program, the student must meet the following requirements:

1. Have been admitted to a teacher education curriculum by the Teacher Education Committee.

2. Be eligible for graduation in May or August following completion of the Program.

3. Have achieved a cumulative grade point average of 2.0 at the time of making application to the Program.

4. Be recommended by the department in which he is majoring.

5. Present a certification of health clearance on the form provided by the Department of Education.

6. Have demonstrated professional interest in the field of education.

Formal approval will not be granted until all requirements have been met.

Each student must take the National Teacher Examinations.

To be recommended to the State Department of Public Instruction for teacher certification, the student must have completed all requirements for graduation from the college.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Early Childhood Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61)	40-52
Art 301, History 201, 202, Mathematics 203, Science Education 101 and 102 are required and will satisfy 20 hours of the Basic Course Requirements.	

MAJOR (Professional Educational) ..... Education 210, 310, 320, 345, 410, 420, 430, 450, and Education 230 or 312 are required.	30
SUPPORTIVE STUDIES (Required Subject Matter) ..... Art 302, Geography 101, Health 320, Music 345, 346, Physical Education 301, Political Science 202, and Sociology 320.	22
COMPLEMENTARY REQUIREMENTS ..... Health 221, Psychology 201, 301, 303, and 6 hours of literature (see p. 81).	17
FREE ELECTIVES	19-3
CHAPEL	0-4
Total	128

The Bachelor of Science Degree
With a Major in Intermediate Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61) ..... Art 301, Geography 101 (or Political Science 202), Mathematics 203, Science Education 101, 102, and Sociology 320 are required and will satisfy 20 hours of the Basic Course Requirements.	40-52
MAJOR (Professional and General Education) ..... Education 212, 310, 322, 340, 410, 420, 431, 450, and Education 230 or 314 are required.	30
SUPPORTIVE STUDIES (First Academic Concentration) ..... An academic concentration of at least 18 hours is required from one of the following: Health Education and Physical Education, Mathematics, Music, or Natural Science; or 24 hours from Language Arts or Social Science. Courses counted in the Basic Course Requirements, the Major, and Complementary Requirements will also count toward the concentration.	12-0
COMPLEMENTARY REQUIREMENTS ..... Health 221, 320, Mathematics 204, Music 345, Physical Education 301, Psychology 201, 302, 303, and 6 hours of literature (see p. 81).	27
FREE ELECTIVES ..... A second academic concentration is recommended.	31-3
CHAPEL	0-4
Total	128

The Bachelor's Degree
With Preparation for Secondary (9-12) Teacher Certification
(See the department of interest)

DESCRIPTION OF COURSES

101. Communication Skills. A course for the Gardner-Webb student who has a problem in reading great enough to interfere with his college work 2-2-3.*

200. Orientation to Teaching. Recommended for all sophomores who plan to teach on the K-3 or 4-9 level. Designed to help the student determine whether or not he really wants to be a teacher. 1-1-1

210. Reading (K-3). Involves the teaching of reading and related language arts from the kindergarten through the third grade. 3-0-3.

212. Reading (4-9). Involves the teaching of reading and related language arts in the intermediate grades. 3-0-3.

230. Language Arts in the Elementary School. Planning, teaching, and evaluating of language arts in the elementary school. 3-0-3.

304. Mathematics in the Elementary School. A practicum with major emphasis on the planning, teaching, and evaluating of mathematics in the elementary school. 2-2-3.

310. Materials and Media. Teaches educational equipment operation and the preparation, utilization, and evaluation of teaching aids and materials. 3-0-3.

312. Practicum in Reading (K-3). Provides experiences for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the K-3 level. Prerequisite: Education 210. 1-4-3.

314. Practicum in Reading (4-9). Provides experiences for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 4-9 level. Prerequisite: Education 212. 1-4-3.

320. Children's Literature (K-3). A critical study of classical and current books and materials for children on the K-3 level. Recommended prerequisite: Education 210. 3-0-3.

322. Children's Literature (4-9). A critical study of classical and current books and materials for children on the 4-9 level. Recommended prerequisite: Education 212. 3-0-3.

340. Middle School Curriculum. A study of the trends and organization of the curriculum with emphasis on design, implementation, and evaluation of experiences appropriate for the transescent learner. 3-1-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

345. Early Childhood Curriculum. A study of the design, implementation, and evaluation of child-centered experiences appropriate for the learner enrolled in a Nursery, Kindergarten, or Primary education setting. 3-1-3.

410. Social Foundations of Education. A study of the social, cultural, and philosophical influences upon the development of the child on the elementary level. 3-0-3.

412. Social Foundations of Education. A study of the social, cultural, and philosophical influences upon the development of the child on the secondary school level. 3-0-3.

420. History and Philosphy of American Education. A study of the origin and development of education in the United States for the elementary level. 3-0-3.

422. History and Philosophy of American Education. A study of the origin and development of education in the United States for the secondary level. 3-0-3.

430. Methods of Teaching (K-3). Provides and understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the K-3 level is required. 2-3-3.

431. Methods of Teaching (4-9). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the 4-9 level is required. 2-3-3.

432. Methods of Teaching (Secondary). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the secondary level is required. 3-1-3.

450. Student Teaching. An eight-week period of full-time supervised teaching at the appropriate level designed to provide the complete range of teacher's work and its interlocking relationships. 0-90 or more (total) - 6.

455. Supervising of Student Teachers. Designed to provide the public school teacher with means whereby she can better supervise her student teacher. Includes what the student teacher expects of the school and the supervising teacher and what they in turn may expect of the student teacher. 3-0-3.

495, 496. Independent Study. Individual study of a special subject under the guidance of an instructor whose specialty is appropriate. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

Department of English Language and Literature

The objectives of the English Department are to enable the student:

1. To think and write maturely and to follow a reading program designed toward that end.

2. To study literature as an expression of the ideas and emotions of great writers, and to develop a keen, critical appreciation of the form that expression takes.
3. To enjoy life culturally and more fully as a result of his literary experience.
4. To integrate his studies with world thought in order to comprehend and shape the contemporary scene.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree With a Major in English

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
MAJOR After English 101, 102, any ten courses, but must include English 402, two additional courses in British literature, and any two courses in American literature.	30
SUPPORTIVE STUDIES Select from the following: Any course(s) in Speech; Theatre Arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; Religion 302, 322, 323, 324; History 310, 312, 318, 322, 323, 337, 338; Philosophy 301; Greek 300, Latin 301, Hebrew 303. For others, consult adviser.	15
COMPLEMENTARY STUDIES Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	15
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree With a Major in English With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61) The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	40-52

MAJOR	33
After English 101, 102 (counted in the Basic Course Requirements), eleven courses, including English 244, 301,[1] 351,[2] 353, 362, and 402. Of the remaining five courses, two must be British; two American; and one a choice between British and American.	
SUPPORTIVE STUDIES	15
Education 412, 422, 432, and 450,[3] or select from the following: Any course(s) in Speech; Theatre Arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; Religion 302, 322, 323, 324; History 310, 312, 318, 322, 323, 337, 338; Philosophy 301; Greek 300, Latin 301, Hebrew 303. For others, consult adviser.	
COMPLEMENTARY REQUIREMENTS	11
Health 221 and Psychology 201, 302, and 303.	
COMPLEMENTARY ELECTIVES	15-6
Education 412, 422, 432, and 450,[3] or any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	26-1
CHAPEL	0-4
Total	128

[1]*Offered only in even-numbered fall semesters; alternates with 351.*
[2]*Offered only in odd-numbered fall semesters; alternates with 301.*
[3]*The Education Block Program is required and may be supportive or complementary, depending on the student's academic interests.*

DESCRIPTION OF COURSES

100. College Review of Grammar. Audio-tutorial programs: English Modular Mini-Courses. Individualized instruction through cassettes and response manuals. 3-1-3.*

101. Composition. Rhetoric, selected reading, mechanics as required. 3-0-3.

102. Composition and World Literature. Composition based upon themes and structure of significant world literature, ancient and modern, and including some non-western work(s). Prerequisite: English 101. 3-0-3.**

231. English Literature Survey. Representative writers from major literary periods to the present. 3-0-3.

232. American Literature Survey. Representative writers from the beginning to the present. 3-0-3.

*The first digit indicates the number of required classroom hours per week.
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

**English 101 and 102 are prerequisite to all upper-level courses.

234. Black Literature. A study of black literature in America from Phyllis Wheatley to James Baldwin. Emphasis on Harlem Renaissance Writers, Richard Wright, Ralph Ellison, and later militant authors. 3-0-3.

235. Southern Literature. A study of selected works from Southern writers between William Byrd and Robert Penn Warren, including Edgar Allen Poe, Booker T. Washington, William Sydney Porter, Eudora Welty, Carson McCullers, Flannery O'Connor, and William Faulkner. 3-0-3.

244. World Literature. Masterpieces of world literature, excluding English and American; includes ancient and modern. 3-0-3.

301. Practicum in the Teaching of English. Lectures on the teaching of English in today's schools; laboratory work in area schools and in the English Department. 1-4-3.

306. American Renaissance. The age of Irving, Poe, Hawthorne, Melville, Emerson, Longfellow. 3-0-3.

307. Late Nineteenth Century American Literature. Beginning with Walt Whitman, the course includes poetry, fiction, and other prose of such writers as Mark Twain, Emily Dickinson, Stephen Crane, and Henry James. 3-0-3.

308. Twentieth Century British Literature. A study of the works of modern British writers such as James Joyce, D. H. Lawrence, Dylan Thomas, and Graham Greene. 3-0-3.

309. Twentieth Century American Literature. A study of the works of representative modern writers such as Ernest Hemingway, William Faulker, Robert Frost, Theodore Roethke, and Truman Capote. 3-0-3.

310. The American Novel from 1950 to the Present. Designed for majors and non-majors alike, the course surveys such modern authors as Saul Bellow, Joseph Heller, John Updike, Eudora Welty, and Vladimir Nabokov. 3-0-3.

311. Medieval Literature. Includes *Beowulf* and other Anglo-Saxon achievements; medieval drama, romance, poetry; the language of Chaucer and his *Canterbury Tales*. 3-0-3.

312. American Folklore. A study of the major genres of folklore in the United States; some field work in area folklore. 3-0-3.

315. Renaissance Literature. Poetry, drama, and selected prose of Shakespeare's contemporaries. 3-0-3.

316. The Age of Milton. Major poets and selected prose, with emphasis on *Paradise Lost*. 3-0-3.

318. Eighteenth Century Literature. Selected poetry, essays, novels, and drama; includes Pope, Swift, Johnson, Goldsmith. 3-0-3.

321. Romantic Literature. Major poetry of Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected prose. 3-0-3.

322. Victorian Literature. Poetry of Browning, Tennyson, Arnold, others; selected prose. 3-0-3.

343. The English Novel. Representative authors and types from the beginning to the present. 3-0-3.

351. Literary Criticism. Major critical approaches from Aristotle to the present. 3-0-3.

353. Development and Structure of the English Language. Origin, history; morphology and phonology; discussion of grammars and introduction to transformational grammar. 3-0-3.

362. Advanced Writing. Advanced composition and creative writing, as the student's interests dictate. Recommended for elementary and secondary teachers. 3-0-3.

402. Shakespeare. Approximately ten representative plays. 3-0-3.

491. Seminar in American Literature. Subjects change as needed and desired. Typical topics: Southern Literature; Contemporary Jewish and Negro American Writers; Naturalism, Faulkner. 3-0-3.

492. Seminar in English Literature. Subjects change as needed and desired. Typical topics: Humanism, Prosody. 3-0-3.

495, 496. Independent Study. Individual study of special subject under guidance of instructor in whose specialization topic lies. Application by request in semester prior to study, subject to departmental approval. 0-Independent Study-3, 0-Independent Study-3.

Note on Course Numbers: For all courses above 300, odd-numbered courses generally occur in the fall and even-numbered courses in the spring. Students planning to teach should plan courses ahead so as to allow for the Student Teaching Program in the spring semester of their senior year.

DEPARTMENT OF FINE ARTS

The Department of Fine Arts offers courses in Art, Music, Theatre Arts, and Speech. Its objectives are: (1) to stimulate a greater interest in and understanding of these areas not only for the student but the community as well, (2) to provide an opportunity to engage in creative activity as either spectator or participant, and (3) to offer courses of interest for all students and of the specialization for the major.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Music

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
The Fine Arts requirement must be met by taking Music 226. Students seeking teacher certification must satisfy the Social Science requirement by selecting courses from two of the following areas: Anthoropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201. Students seeking a concentration in Church Music must meet the Social Science requirement by taking Psychology 201 and 302.	
MAJOR	30
Applied Major, 12 hours; Music 105, 106, 205, 206 and 4 hours of Advanced Theory. All Music majors are required to participate in a performing group each semester in which he is enrolled as a Music major.	
SUPPORTIVE STUDIES	17-19
Applied Minor, 4 hours; Music 325, 326, 445, 446, 447, and 3 hours from Music 349, 455, 457, and 459. Church Music majors will include 2 additional hours of applied minor. See paragraph below for details.	
COMPLEMENTARY STUDIES	15-36
Select one of the following: 15 hours from courses not directly related to the Major, as approved by the faculty adviser. Suggested areas are: Secretarial Science, Religious Education, Art, Theatre Arts and Speech, etc. For teacher certification: Education 412, 422, 450, Health 221, Literature (6 hours; see p. 81), Music 245, 247, 248, 347, 348, Psychology 201, 303, and one of the following: 206, 301, or 302. Total: 36 hours. For Church Music: Music 365, 366, 457 (if not elected in Supportive Studies above), 465, 466, Psychology 303, Religion 333, and Religious Education 373. Total: 20-23 hours.	
FREE ELECTIVES	26-0
CHAPEL	0-4
Total	128-139

Piano Proficiency Examination. Each Music major will be expected to pass a piano proficiency exam as an integral part of the overall degree requirements; four hours of an applied minor have been set aside in the curriculum for this purpose. Should a student not achieve the desired proficiency at the end of four semesters, he will be expected to enroll in piano for credit until such proficiency is acquired. Details as to the specific requirements of the piano proficiency examination may be obtained from the Chairman of the Department of Fine Arts.

No student will be permitted to enroll in the Block Program of professional education courses for teacher certification until satisfactorily passing this examination.

Church Music Major. Students pursuing a Major in Church Music should be aware of the following:

While participation in a performance group is required each semester of full-time enrollment, at least four semesters must be in a choral organization.

The applied major is to be chosen from organ, piano, or voice.

The applied minor in the Supportive Studies is to be 6 semester hours; these are to be elected as follows: for organ majors: 4 hours of voice and 2 hours of piano, or 6 hours of voice; for piano majors: 4 hours of voice and 2 hours of organ; for voice majors: 4 hours of piano and 2 hours of applied elective. Application is to be made with the Department of Fine Arts the semester prior to enrollment in the Church Music Administration and Field Work course for admission to this course. To be admitted the student must: be recommended by the Department; have exhibited good Christian character and citizenship; be free of handicaps which might interfere with his effectiveness as a church musician; be in good standing academically according to the college retention policy; and have demonstrated genuine interest in the field of church music.

Art

The Department of Fine Arts offers courses in art appreciation to fulfill the liberal arts philosophy of a well-rounded student. These courses are designed to give the student an intelligent appreciation and understanding of the great works of art and of the great creative minds that shaped western civilization. In addition to art appreciation, courses are offered in applied art for teacher certification and for election.

DESCRIPTION OF COURSES

203. Introduction to Applied Art. A study of the underlying principles basic to all forms of visual organizations. Experiments with technique and materials to develop creative concepts of the visual vocabulary of color, line, texture, plane and volume, value and space. 1-4-3.*

205. Crafts. An introduction to craftwork. This includes projects in studio work in handicrafts and consisting of sculpture ceramic, carving, mosaics, leather craft, rug hooking, mat weaving, metal enameling, etc. 0-6-3.

207. Art Appreciation. A survey of the field of art designed to give the student an intelligent appreciation and understanding of the great works of art and great creative minds that shaped Western civilization. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

301. Art Skills and Appreciation. The course will consist of two studio hours in skills appropriate for elementary school. The studio hours will be complemented by two hours of lecture in art appreciation. 2-2-3.

302. Art Education Materials (Skills). This course consists of three studio hours of art skills appropriate for the early childhood grades. The studio hours will be complemented by one hour of lecture pertaining to the creative development of early childhood. 1-3-3.

304. Basic Drawing and Painting. Practice in drawing and painting and the study of composition, light and shadow relationships, and the rendering of texture and form. Media: charcoal, oil, gouache, and water-color. Prerequisite: Art 203. 0-6-3.

305. Arts and Crafts in the Elementary School. Exploration into the functional use of art and craft materials, techniques and projects appropriate for elementary grades. 2-2-3.

306. Sculpture. A study of the elements of three dimensional form using clay, plaster and wood as a means of expression. The course will include techniques and practice in modeling, casting and carving. 0-6-3.

308. Ceramics. An introduction to ceramics with techniques and practice in pinch pot, slab and coil-building methods. The course includes practice in decorating, glazing and firing. 0-6-3.

309. Technical Problems in Ceramics. This course is designed for art and industrial art majors and is concerned with the technical problems involved in making ceramics. 1-4-3.

400. Modern Art History. A survey of the creative activity of Western man from neo-classic to contemporary art. 3-0-3.

495. Independent Study. A specialized course for elementary teachers who have selected art for their eighteen (18) hours of concentration. The student selects individual projects or problems in one area from painting, sculpture and ceramics. Admission on approval of chairman. 0-6-3

Music

Courses are offered in the field of music to train the student in the essentials of musicianship; to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and secular music may be maintained at a high standard of quality; and to prepare the student for advanced professional training, a teaching career, or the ministry of music in churches.

The Opera Workshop was begun for interested students in the fall of 1969. The laboratory in operatic training is so organized as to permit the young singer to progress from small parts through work in Chamber Opera to larger roles in standard works.

Key to numbering of courses in Music:

The first digit denotes the level of study: 0–Preparatory; 1–Freshman; 2–Sophomore; 3–Junior; 4–Senior.

The second digit identifies the area of study: 0–Music Theory; 2–Music History and Literature; 4–Music Education; 6–Church Music; 7–Performance Groups.

The third digit designates the semester in which the course is usually offered: Odd numbers for the fall semester and even numbers for the spring semester. However, there are some courses that are offered each semester.

In addition, the second digit for all applied music course numbers signifies the medium of performance: 0–Piano; 1–Voice; 2–Organ; 3–Brass; 4–Woodwinds; 5–Strings; 6–Percussion. The third digit indicates the amount of credit earned in applied music: one hour credit if the course number ends in 1; two hours credit if the course number ends in 2; three hours credit if the course number ends in 3; four hours credit if the course number ends in 4.

DESCRIPTION OF COURSES

APPLIED MUSIC

Piano:
001. Preparatory Piano. ½-3-0.*
002. Preparatory Piano. 1-6-0.
101. Lower Division Piano. ½-3-1.
102. Lower Division Piano. 1-6-2.
301. Upper Division Piano. ½-3-1.
302. Upper Division Piano. 1-6-2.
303. Upper Division Piano. 1-9-3.
304. Upper Division Piano. 1-12-4.

Voice:
011. Preparatory Voice. ½-3-0.
012. Preparatory Voice. 1-6-0.
111. Lower Division Voice. ½-3-1.
112. Lower Division Voice. 1-6-2.
311. Upper Division Voice. ½-3-1.
312. Upper Division Voice. 1-6-2.
313. Upper Division Voice. 1-9-3.
314. Upper Division Voice. 1-12-4.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.
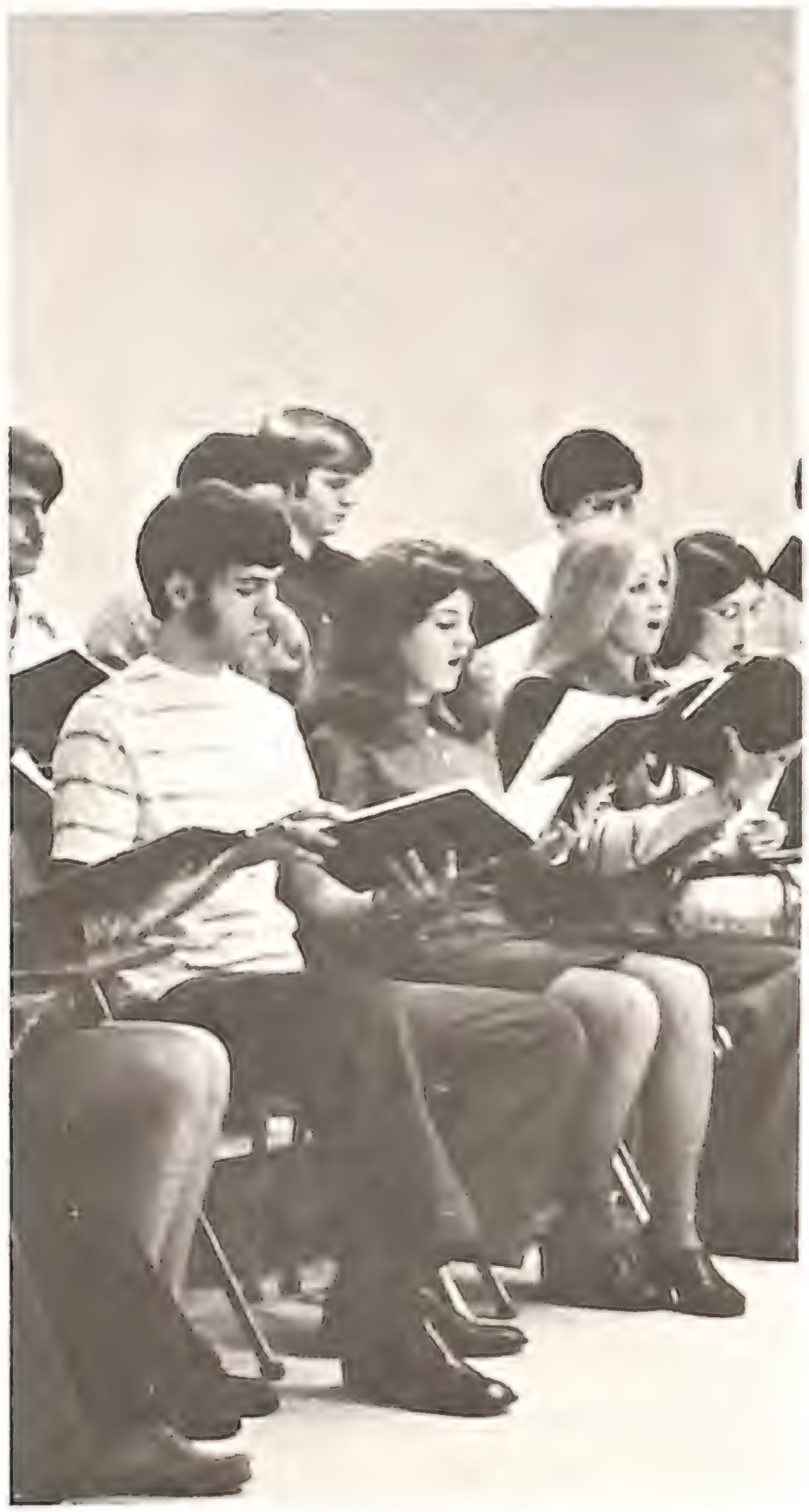
Organ:
021. Preparatory Organ. ½-3-0.
022. Preparatory Organ. 1-6-0.
121. Lower Division Organ. ½-3-1.
122. Lower Division Organ. 1-6-2.
321. Upper Division Organ. ½-3-1.
322. Upper Division Organ. 1-6-2.
323. Upper Division Organ. 1-9-3.
324. Upper Division Organ. 1-12-4.

Brass:
031. Preparatory Brass. ½-3-0.
032. Preparatory Brass. 1-6-0.
131. Lower Division Brass. ½-3-1.
132. Lower Division Brass. 1-6-2.
331. Upper Division Brass. ½-3-1.
332. Upper Division Brass. 1-6-2.
333. Upper Division Brass. 1-9-3.
334. Upper Division Brass. 1-12-4.

Woodwinds:
041. Preparatory Woodwinds. ½-3-0.
042. Preparatory Woodwinds. 1-6-0.
141. Lower Division Woodwinds. ½-3-1.
142. Lower Division Woodwinds. 1-6-2.
341. Upper Division Woodwinds. ½-3-1.
342. Upper Division Woodwinds. 1-6-2.
343. Upper Division Woodwinds. 1-9-3.
344. Upper Division Woodwinds. 1-12-4.

Strings:
051. Preparatory Strings. ½-3-0.
052. Preparatory Strings. 1-6-0.
151. Lower Division Strings. ½-3-1.
152. Lower Division Strings. 1-6-2.
351. Upper Division Strings. ½-3-1.
352. Upper Division Strings. 1-6-2.
353. Upper Division Strings. 1-9-3.
354. Upper Division Strings. 1-12-4.

Percussion:
061. Preparatory Percussion. ½-3-0.
062. Preparatory Percussion. 1-6-0.
161. Lower Division Percussion. ½-3-1.
162. Lower Division Percussion. 1-6-2.
361. Upper Division Percussion. ½-3-1.
362. Upper Division Percussion. 1-6-2.
363. Upper Division Percussion. 1-9-3.
364. Upper Division Percussion. 1-12-4.



MUSIC THEORY

105, 106. First Year Theory. Introduces primary and secondary triads, four-part writing procedures with suitable ear training, sight singing, and keyboard assignments. Covers various aspects of musical form such as melody, tension and relaxation, and phrase structures through simple part forms. 3-2-4, 3-2-4.

205, 206. Second Year Theory. The integrated study of chromatic harmony and modulation to all keys. A continuation of areas begun in First Year Theory with additional emphasis on analysis and composition in smaller forms. 2-2-3, 2-2-3.

305, 306. Third Year Theory. Further examination of linear writing and combination of contrapuntal voices. Music score studies in larger structural forms as rondo, variation, sonata, etc., through the twentieth century with harmonic analysis in all periods of music history. 2-0-2, 2-0-2.

MUSIC HISTORY AND LITERATURE

125. Music Appreciation. A course in the elements of music and music literature for the non-Music major, with special emphasis on listening and the ability to recognize themes from various compositions. Some concert attendance will be required. 3-0-3.

225. European Music Study Tour. Emphasizes the history of European music and its cultural environment through travel to major historical European music centers; papers, lecture attendance, and European concert attendance will be required. 3-½-3.

226. Music Literature. An introductory listening course for the Music major leading to the study of the history of music. 3-0-3.

325, 326. Music History I, II. A study of the history of Western music, from its beginnings through the contemporary period. 3-0-3, 3-0-3.

MUSIC EDUCATION

145, 146. Piano Class I, II. Group instruction of piano for beginning students. Materials appropriate for accompanying, improvisation, sight-reading, and transposition are included. Special fee. 2-3-1, 2-3-1.

147, 148. Voice Class I, II. Two semesters of progressive study designed for the student desiring a basic knowledge of voice production in speech and song. Special fee. 2-3-1, 2-3-1.

245. Brass and Percussion Class. Elementary instruction in the techniques of playing instruments in the brass and percussion families. Individual competencies will be stressed on instruments of the percussion group; ensemble experience including playing, arranging, and conducting will be stressed in the brass group. Open to all students. 2-1-1.

247. Strings Class. Elementary instruction in the techniques of tone production of instruments in the strings family. Open to all students. 2-1-1.

248. Woodwinds Class. Elementary instruction in the techniques of tone production of instruments in the woodwinds family, both single reed and double reed. Open to all students. 2-1-1.

345. Music Foundations for the Classroom Teacher. Provides background in theory and music appreciation for classroom teachers. No previous experience necessary. Includes piano and autoharp chording, singing, fundamentals, and recorder. Survey of music history from Baroque to present day. 3-0-3.

346. Music Methods for the Classroom Teacher. Practical application of skills acquired in Music 345. Examination of basal music series, plus outside reading. Expanded experience with instruments. Actual teaching experience in local school and kindergarten. 3-0-3.

347. Music Education in the Elementary School. Materials and methods for music specialists. Teaching and supervision of music program for elementary schools, based on developmental knowledge of music concepts through musical activities. 2-0-2.

348. Music Education in the Secondary School. Materials and methods for the development of music programs for junior and senior high schools, including techniques for general music, instrumental, and vocal classes. 2-0-2.

349. Instrumental Methods and Literature. The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Marching band techniques and problems in staging shows for special events are included. 3-0-3.

445. Conducting Fundamentals. Introductory course in conducting. 1-1-1.

446. Choral Conducting. Conducting and rehearsal techniques applied to actual conducting experience in class and college choral performing groups. 2-0-2.

447. Instrumental Conducting. Conducting patterns and techniques as applied to various combinations of instruments from small ensembles to symphonic band and orchestra. Instrumental performing groups will serve as laboratory groups. 1-0-1.

455. Piano Pedagogy and Literature. Methods and materials appropriate for group and private instruction of adults and children with discussion of the related problems. Detailed analysis of piano literature in each historic period required. 2-2-3.

457. Vocal Pedagogy and Literature. A study of methods and materials for the teaching of private and class voice. Evaluation of vocal literature for elementary and advanced student. 2-2-3.

459. Organ Pedagogy and Literature. A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. 2-2-3.

CHURCH MUSIC

265. Introduction to Church Music. The organization and administration of the total musical program of the church; special emphasis on the duties of the Minister of Music. Open to all students. No musical knowledge required. 3-0-3.

365. Church Choir Methods and Materials I. A study of how to direct preschool and children's church choirs. Emphasis will be placed on learning characteristics and methods, sources, and choir literature for teaching musical and Christian concepts. 2-½-2.

366. Church Choir Methods and Materials II. Same as Music 365 except for older children, youth, and adult church choirs. 2-½-2.

465. Hymnology. A study of music in worship and of hymn texts, tunes, and congregational singing in Christian churches from its beginning through the contemporary period. 3-0-3.

466. Church Music Administration. Practical study of organization and administration of a church music program emphasizing staff relationships, outreach, and choirs. Open to all students. 3-0-3.

467. Field World in Church Music. Laboratory in area church(es) where the student observes and participates in the church music program. May be taken only concurrently with or after completing Music 466. Open to non-Music majors with the permission of the instructor. 0-2-1.

PERFORMANCE GROUPS

175, 375. College Chorus. A large choral group which prepares programs of sacred and secular music for presentation on campus and in area churches and schools. At least one major oratorio or cantata is performed annually. 0-3-1, 0-3-1.

176, 376. Chamber Chorus. A small group of selected mixed voices which performs sacred and secular music on and off campus. Combined with other campus choral groups, it performs two major works annually, usually one with orchestra. 0-3-1, 0-3-1.

177, 377. Choral Ensemble. A mixed chorus of select voices determined by auditions held at the beginning of the school year. The Choral Ensemble is the official touring choir of the college. Open to all students in good standing. 0-3-1, 0-3-1.

185, 385. Bulldog Band. Prior instrumental ensemble experience is desired before enrolling. The Bulldog Band is the official pep band for all college athletic functions. 0-3-1, 0-3-1.

186, 386. Orchestra. Offered in the evening school and open to all students at the college as well as residents of the community. Advance approval of the director required. 0-2-1, 0-2-1.

187, 387. Accompanying. Students accepted by audition, on recommendation of the music faculty, to serve as accompanists under supervision. 0-3-1, 0-3-1.

INDEPENDENT STUDY

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

Theatre Arts and Speech

Two major objectives are sought in the offering of courses in the areas of Theatre Arts and Speech. These are: (1) to promote the individual's effective oral communication of his ideas, attitudes, and concepts in today's complex social structure, and (2) to provide a study of theatre arts and speech as creative arts.

DESCRIPTION OF COURSES

THEATRE ARTS

101. The Art of the Drama. Drama as an artistic, literary form and its production. 3-0-3.*

201. Stagecraft I. The construction and painting of scenery and properties. 2-3-3.

202. Stagecraft II. Lighting, costuming, and make-up. 3-1-3.

203. Applied Theatre. Participation in college productions. (No more than 4 credits.) 0-Productions-1.

211. Fundamentals of Acting. The basic techniques of movement, gesture, and facial expressions in character interpretation. 3-0-3.

214. Theatre Art in the Mass Media. The art of the stage, film, radio, and television. 3-0-3.

301. Religious Drama. 3-0-3.

313. British Drama. Significant drama of England and Ireland from the medieval period to the present. 3-0-3.

314. American Drama. Significant drama of the Twentieth Century. 3-0-3.

315. World Drama. Significant world drama from the Greeks to the present. 3-0-3.

401-402. Directing. Analysis of the problems of the director-producer, the preparation of prompt books, and the production of short plays. 3-0-3, 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

SPEECH

102. Public Speaking. The preparation and presentation of public address. 3-0-3.

201. Announcing for Broadcasting. 1-4-3.

207. Voice and Diction. Advanced study of the vocal organs and their functions, the International Phonetic Alphabet, and vocal characteristics. (Alternate with 305). 3-0-3.

305. Oral Interpretation. The re-creating for a listening audience of the intended meaning of the printed page. 3-0-3.

Department of Foreign Languages and Literature

The objectives of ancient language training are:

1. To teach students to read and to translate the language(s) chosen, with greater emphasis on translation.
2. To create an awareness of the relationship of our own languages and culture to some of those of earlier times, especially Greek, Hebrew, and Latin.
3. To provide the background for a more thorough understanding of the composition, nature, and context of the Bible.
4. To offer the experiences, discipline, and technical knowledge needed for in-depth study and research in the Bible in the original languages for private, seminary, or other graduate study.

The objectives of modern foreign language training are to assist the student:

1. To gain an understanding of the culture, civilization, and literature of another people.
2. To develop an awareness of the relation of our own language and culture to those of another country.
3. To understand, without translating, the modern foreign language as spoken and written by natives.
4. To speak and to write the modern foreign language in a manner acceptable and intelligible to native speakers.

Students who have had two years of a foreign language in high school may begin with course 201 if they continue in that language.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree With a Major in French

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
MAJOR French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.	30
SUPPORTIVE STUDIES English Literature, another Foreign Language, History, Linguistics, Advanced English Grammar and Composition.	18
COMPLEMENTARY ELECTIVES Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	18
FREE ELECTIVES	22-6
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree With a Major in French With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61) The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	40-52
MAJOR French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above the elementary level.	30
SUPPORTIVE STUDIES (Professional Education) Education 412, 422, 432, and 450.	15
COMPLEMENTARY REQUIREMENTS Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 81).	17
FREE ELECTIVES	26-10
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Spanish

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
MAJOR Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	30
SUPPORTIVE STUDIES English Literature, another Foreign Language, History, Linguistics, and Advanced English Grammar and Composition.	18
COMPLEMENTARY ELECTIVES Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	18
FREE ELECTIVES	22-6
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Spanish
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61) The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	40-52
MAJOR Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	30
SUPPORTIVE STUDIES (Professional Education) Education 412, 422, 432, and 450.	15
COMPLEMENTARY REQUIREMENTS Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 81).	17
FREE ELECTIVES	26-10
CHAPEL	0-4
Total	128

ARAMAIC

401, 402. Elementary Aramaic. An inductive approach to the study of the grammar, syntax, and vocabulary of biblical Aramaic while translating portions of the Old Testament. Prerequisite: Hebrew 301-302. 3-0-3, 3-0-3.*

FRENCH

101, 102. Elementary French. 3-0-3, 3-0-3.

201, 202. Intermediate French. Prerequisite: French 102 or two units of high school French or its equivalent. 3-0-3, 3-0-3.

203, 204. French Literature in Translation. Representative selections of French Literature in English translation. Lectures, class discussion, and reports, oral and written. (No knowledge of French required.) 3-0-3, 3-0-3.

301, 302. Advanced French Grammar, Composition, and Conversation. Oral and written work in the language with training in the acquisition of an active, idiomatic French vocabulary. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of French Literature. The literature of France from the Old French period to the present. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

305, 306. French Civilization. French history and civilization from early times to the present. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

307, 308. French Literature of the Nineteenth Century. Reading and discussion of selected works. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

309. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: French 201-202 or its equivalent. 3-0-3.

311, 312. French Conversation Abroad. Extensive formal and informal training in French conversation in a living French setting. Offered as a summer program only in a French-speaking country. Lecture-Travel-3, Lecture-Travel-3.

313, 314. French Literature of the 20th Century. Reading and discussion of selected works. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

401, 402. Reading and Research. Extensive reading of French literature. Study of bibliography and research techniques. Open to outstanding Seniors by permission of the Department. 3-0-3, 3-0-3.

430. Methods of Teaching French. Special consideration is given to methods, materials, and techniques of teaching French. Required of all students planning to teach French in grades 9-12. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

495, 496. Independent Study. Designed to enable a Senior or Junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

GERMAN

101, 102. Elementary German. 3-0-3, 3-0-3.

201, 202. Intermediate German. Prerequisite: German 102 or its equivalent. 3-0-3, 3-0-3.

GREEK

101, 102. Elementary New Testament Greek. A study of Koine Greek. 3-0-3, 3-0-3.

201, 202. Intermediate New Testament Greek. Prerequisite: Greek 101-102. 3-0-3, 3-0-3.

300. Greek Civilization. A social and intellectual history of the Greeks and their contributions to civilization as reflected in their historical and literary works. (No knowledge of a foreign language is required.) 3-0-3.

301, 302. Advanced New Testament Greek. Selections in the Pauline Epistles. Prerequisite: Greek 201-202. 3-0-3, 3-0-3.

495, 496. Independent Study. Selections from all books of the New Testament. Prerequisite: Greek 301-302. 0-Independent Study-3.

HEBREW

301, 302. Elementary Hebrew. A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament, with the translation of simple texts during the second semester. 3-0-3, 3-0-3.

303. Jewish Civilization. A social and intellectual history of the Jews and their contributions to civilization, from c. A. D. 135 to the present, as reflected in historical and literary works. (No knowledge of foreign language is required.) 3-0-3.

401, 402. Intermediate Hebrew. The translation of selected portions of the Old Testament with special emphasis on vocabulary and grammatical and syntactical analyses. Prerequisite: Hebrew 301-302. 3-0-3, 3-0-3.

LATIN

101, 102. Elementary Latin. 3-0-3, 3-0-3.

201, 202. Intermediate Latin. Prerequisite: Latin 101-102. 3-0-3, 3-0-3.

301. Roman Civilization. A social and intellectual history of the Romans and their contributions to civilization as reflected in their historical and literary works. (No knowledge of foreign language is required.) 3-0-3.

SPANISH

101, 102. Elementary Spanish. 3-0-3, 3-0-3.

201, 202. Intermediate Spanish. Prerequisite: Spanish 102 or two units of high school Spanish or its equivalent. 3-0-3, 3-0-3.

203, 204. Masterpieces of Spanish Literature in Translation. Selected Spanish literary works studied in translation. (No knowledge of Spanish required.) 3-0-3, 3-0-3.

301, 302. Advanced Spanish Grammar, Composition, and Conversation. Oral and written work in the language with training in the acquisition of an active, idiomatic Spanish vocabulary. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of Spanish Literature. The literature of Spain from the earliest periods to the present. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

305. Spanish Civilization. Spanish history and civilization from early times to the present. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3.

306. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3.

307, 308. Introduction to Modern Spanish Literature. Reading and discussion of selected works. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

311, 312. Spanish Conversation Abroad. Extensive formal and informal training in Spanish conversation in a living Spanish setting. Offered as a summer program only in a Spanish-speaking country. Lecture-Travel-3, Lecture-Travel-3.

401, 402. Reading and Research. Extensive reading of Spanish literature. Study of bibliography and research techniques. Open to outstanding Seniors by permission of the Department. 3-0-3, 3-0-3.

430. Methods of Teaching Spanish. Special consideration is given to methods, materials, and techniques of teaching Spanish. Required of all students planning to teach Spanish in grades 9-12. 3-0-3.

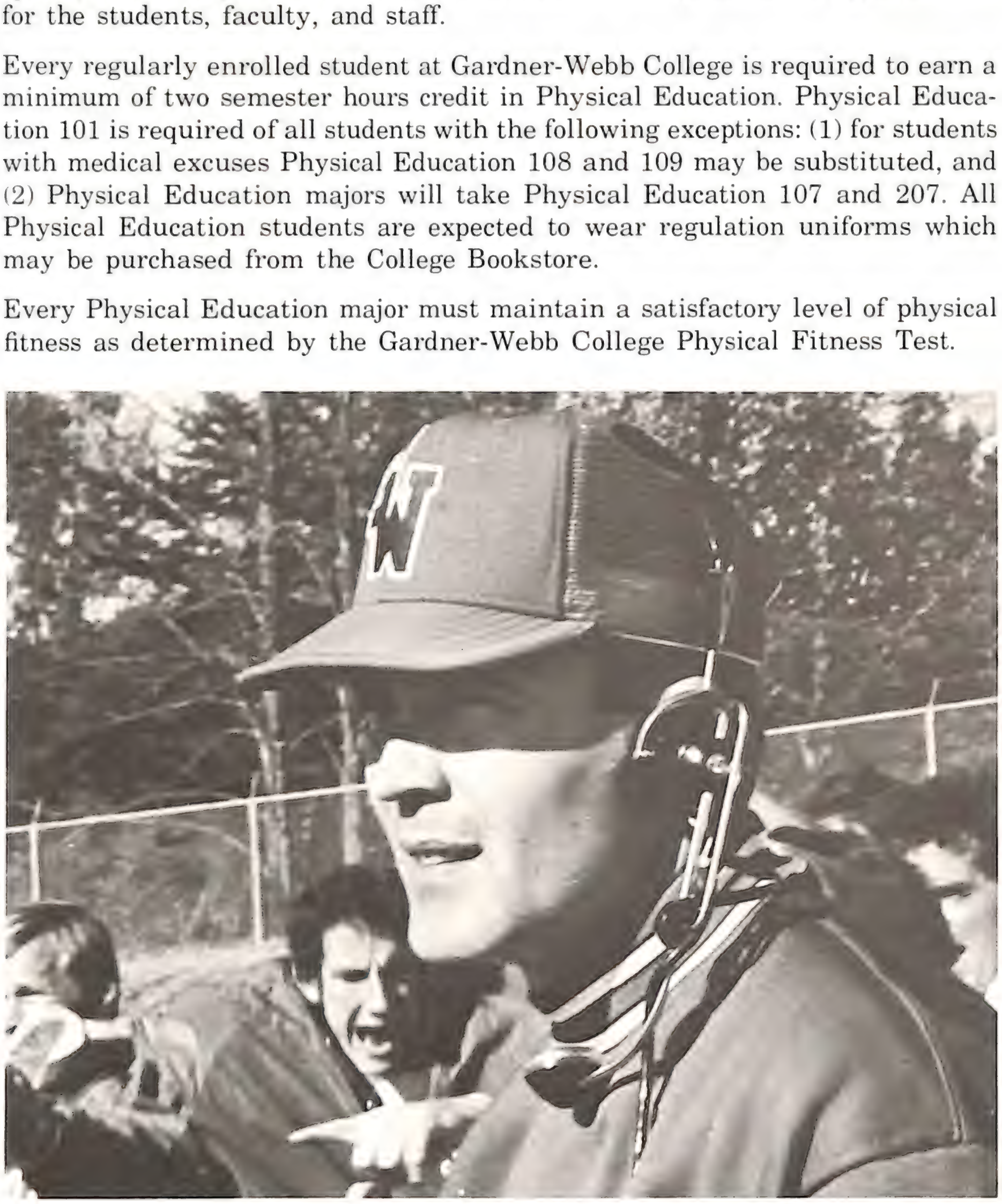
495, 496. Independent Study. Designed to enable a Senior or Junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

Department of Health Education and Physical Education

The Department of Health Education and Physical Education believes that it makes a unique contribution toward fulfilling the purpose of Gardner-Webb College. The Department offers a program to promote the total fitness of all students. The physical, mental, emotional, social, and spiritual growth of the individual is stressed in all areas. The major purposes of the Department are: (1) to prepare persons for careers in Health Education and Physical Education through its professional program, (2) to provide an activity program which will contribute to the liberal education of each student by emphasizing lifetime sports, and (3) to provide wholesome recreational and professional opportunities for the students, faculty, and staff.

Every regularly enrolled student at Gardner-Webb College is required to earn a minimum of two semester hours credit in Physical Education. Physical Education 101 is required of all students with the following exceptions: (1) for students with medical excuses Physical Education 108 and 109 may be substituted, and (2) Physical Education majors will take Physical Education 107 and 207. All Physical Education students are expected to wear regulation uniforms which may be purchased from the College Bookstore.

Every Physical Education major must maintain a satisfactory level of physical fitness as determined by the Gardner-Webb College Physical Fitness Test.



DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Health Education and Physical Education
With Preparation for Teacher Certification (K-12)

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B is recommended. See p. 61)	48
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 203, 204, Physical Education 405 (or Physical Education 406), and Chemistry 101, Physics 103, or Physics 201 are required and will satisfy the Natural Science requirement.	
MAJOR	30
General Theory .....9 Physical Education 211, 408, and 409.	
Theory .....13 Physical Education 301, 331, 341, 342, and 402.	
Health Education	8
Health Education 321, and 5 hours from 222, 223, 415, 416, and 431.	
SUPPORTIVE STUDIES (Professional Education) Education 412, 422, 450, and Physical Education 430.	15
COMPLEMENTARY REQUIREMENTS Psychology 201, 302, 303, and 6 hours of literature (see p. 81).	15
COMPLEMENTARY ELECTIVES (Second Teaching Field) Every Health Education and Physical Education major should have a second teaching field. This area of study is to be approved by the faculty adviser.	8-15
FREE ELECTIVES	12-1
CHAPEL	0-4
Total	128

The Bachelor of Science Degree
With a Major in Health Education and Physical Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B is recommended. See p. 61)	48
The Social Science requirement must be taken from two of the follow-	

ing areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 102, 203, 204, and Physical Education 405 (or Physical Education 406) are required and will satisfy the Natural Science requirement.

MAJOR	30
General Theory Physical Education 211, 408, and 409.	9
Theory Physical Education 301, 331, 341, 342, and 402.	13
Health Education Health Education 321, and 5 hours from 222, 223, 415, 416, and 431.	8
SUPPORTIVE STUDIES Select from: Biology, Education 310, Sociology 203, 320, 400, and 421.	15
COMPLEMENTARY REQUIREMENTS English Literature (3 hours), American Literature (3 hours), Psychology 201, 302, and 303.	15
FREE ELECTIVES	20-16
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

PHYSICAL EDUCATION ACTIVITY COURSES

101. Orientation to Physical Education. 0-2-1.*

102. Team Sports (Soccer, Speedball or Basketball). 0-2-1.

103. Beginning Swimming and Diving. 0-2-1.

104. Gymnastics. 0-2-1.

105. Advanced Gymnastics and Trampoline. 0-2-1.

106. Rhythm and Movement. 0-2-1.

107. Individual and Dual Activities. 0-2-1.

108. Adaptive Activities. 0-2-1.

109. Adaptive Activities. 0-2-1.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

113. Skiing. 0-2-1.

201. Tennis and Badminton. 0-2-1.

202. Team Sports. 0-2-1.

203. Advanced Swimming. 0-2-1.

204. Archery and Casting. 0-2-1.

205. Track and Field and Weight-Training. 0-2-1.

206. Golf and Bowling. 0-2-1.

207. Individual and Dual Activities. 0-2-1.

PHYSICAL EDUCATION

211. Principles and History of Physical Education. An introduction to physical education with emphasis on its history, philosophy, and the establishment and evaluation of certain principles pertinent to the field. 3-0-3.

301. School Activities (Early Childhood and Intermediate). A course in methods and materials, theory, and program building in physical education. 2-1-2.

302. Methods of Teaching Swimming and Lifesaving. Red Cross Lifesaving and Water Safety Instructor certification. 2-1-2.

303. Intramurals. Organization and administration of intramural sports. 2-1-2.

306. Baseball and Track Coaching Methods. A course presenting by means of classroom instruction and field demonstration, the various systems and forms used in baseball, track and field. 2-1-2.

307. Football Coaching Methods. A course presenting the various systems used in football by means of classroom instruction and field demonstration. 2-1-2.

308. Basketball Coaching Methods. A course presenting by means of classroom instruction and gym demonstrations, the various systems used in basketball coaching. 2-1-2.

309. Officiating. Techniques and procedures of officiating in athletics. 2-1-2.

312. Church Recreation. A comprehensive survey applying the principles of directed leisure time to the needs of the local church. Topics covered include philosophy, program areas, facilities, personnel, and relationships with the other organizations within the church. 3-0-3.

331. Creative Movement (K-9). Methods and materials for the teaching of movement and dance on the K-9 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

332. Creative Movement (10-12). Methods and materials for the teaching of movement and dance on the 10-12 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

341. Theory and Techniques of Team Sports. 3-3-3.

342. Theory and Techniques of Individual and Dual Sports. 3-3-3.

402. Adapted Physical Education. Methods and materials for instruction in adapted and corrective Physical Education with special emphasis on the program for the mentally retarded child. 3-1-3.

403. Theory and Techniques of Teaching Gymnastics. Tumbling and recreational games; history, aims, and objectives of the program; development of demonstration programs. 2-1-2.

404. Curriculum and Instruction. A course designed to aid the physical education major in program building and in the techniques of teaching physical education. Open only to Physical Education majors. 2-1-2.

405. Kinesiology. Study of many of the factors involved in human motion. Prerequisite: Biology 203 and 204. 2-0-2.

406. Physiology of Exercise. A course planned especially for students majoring in physical education. Emphasis placed on the physiology of muscles and nerves. Prerequisite: Biology 203 and 204. 2-0-2.

407. Foundations of Community Recreation. Introductory course in community organization for recreation, including finances, program areas and facilities, publicity, legal status, and personnel. 3-1-3.

408. Organization and Administration of Health Education and Physical Education. This course deals with the administrative problems involved in the field of health education and physical education. 3-0-3.

409. Tests and Measurements. Study of tests and measurements currently used in the health and physical education program; attention to elementary statistical procedure and grading in health and physical education. 3-0-3.

410. Problems in Physical Education and Athletics. Individual investigations of research methods and special problems in physical education and athletics. 3-0-3.

430. Secondary School Activities (Methods of Teaching). A course in methods and materials, theory, practice, and program building in physical education covering secondary school activities. 3-0-3.

495, 496. Independent Study. Designed to enable a senior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

HEALTH EDUCATION

221. Personal and Community Health. A thorough study of the health problems of the individual, school, and community. 2-0-2.

222. First Aid. A course designed to train and qualify students as instructors in first aid. 2-1-2.

223. Safety Education. A course designed to enable the student to teach safety education (K-12). 3-1-3.

320. Health Education (Early Childhood, Intermediate). Methods and materials for classroom instruction in health and safety for the elementary teacher. Prerequisite: Health 221. 2-1-2.

321. Health Education for Secondary Teachers. Methods and materials for classroom instruction in health and safety for the secondary teacher. Prerequisite: Health 221. 3-0-3..

325. Techniques of Athletic Training. First aid and athletic training with reference to safety in athletics, conditioning, diet, bandaging and taping, massage, hydrotherapy, and treatment of various injuries. Fee $3. 2-0-2.

415. Drug Education. Advanced study of the drug use and abuse problem. Pharmacological, sociological, psychological, and educational aspects of drug use and abuse are stressed. 3-0-3.

416. Sex Education in the Schools. This course is designed to help prospective teachers organize and conduct meaningful learning experiences in family life and sex education. A study of human sexuality and family life education constitute the course. 3-0-3.

421. Driver Education and General Safety. Methods and materials for classroom instruction, organization and adminstration of driver education and safety problems. Fee $15. 3-1-3.

431. Problems in Health Education. Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3.

Department of Mathematics and Physics

The objectives of this department are:

1. To help the student think so as to reach logical and valid conclusions.
2. To enable the student to have a more meaningful definition of mathematics as a result of postulational thinking.
3. To assist the student in recognizing mathematics as the powerful tool for calculation.
4. To acquaint the student with the basic laws of physics.
5. To prepare some for teaching mathematics in elementary or secondary schools, or for further study.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Mathematics

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B. See page 61)	40-52
Any student electing Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics. Any student electing Group B must earn 8 hours each in any two of the following areas: Biology, Chemistry, Physics.	
MAJOR	30
Mathematics 221, 222, 305, 321, and 322 are required. The remaining hours are to be selected from Mathematics 115 and Mathematics courses numbered 211 or above.	
SUPPORTIVE STUDIES	15
Science. (A student satisfying the Basic Course Requirements by Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics; this area must be different from that chosen to satisfy the Natural Science Requirement in Group A.)	
The remaining hours are to be selected from the following areas: Biology, Chemistry, Physics, Economics, Business Administration, Data Processing, as approved by the Chairman of the Department.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the Chairman of the Department.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

The Bachelor of Science Degree
With a Major in Mathematics
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B. See page 61)	40-52
For Group A, Biology 101 and one of the following are required: Chemistry 101, Geology, 101, Physics 103 or 201.	
For Group B, 8 hours of Natural Science in addition to that required for Group A are required. At least 8 hours of the 16 hours of Natural Science must be either Chemistry or Physics.	

The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, Sociology. Art 207 or Music 125 is required to satisfy the Fine Arts requirement if Group B is elected.

MAJOR 30
Mathematics 221, 222, 302, 303, 305, 321, 322, 404, and 405 are required. The remaining hours are to be selected from Mathematics 115, 211, 216, 304, 306, 312, 401, 403, 495, 496.

SUPPORTIVE STUDIES 15-23
Education 412, 422, 432, and 450 are required. Science. Any student satisfying the Basic Course Requirements by Group A must earn 8 additional hours in Natural Science. At least 8 hours of the 16 hours of Natural Science must be in either Chemistry or Physics.

The remaining hours are to be selected from the following areas: Biology, Chemistry, Physics, Economics, Business Administration, Data Processing, as approved by the Chairman of the Department.

COMPLEMENTARY REQUIREMENTS 17
Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 81).

FREE ELECTIVES 26-2

CHAPEL 0-4

Total 128

DESCRIPTION OF COURSES

MATHEMATICS

21. Mathematics Laboratory. Designed to aid the student who has deficiencies in mathematics. 0-as needed-0.*

101. Basic Mathematical Skills. A study of elementary and intermediate algebra. Various topics presented in modules. (Will not count toward Basic Course Requirements). 1-2-2.

103. Principles of Mathematics. Selected topics in mathematics, designed for the student who plans to take only three hours in mathematics. 3-0-3.

111. Trigonometry. A study of real numbers, trigonometric functions, identities, logarithms, inverse functions, equations, solutions of triangles. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

112. College Algebra. Axiomatic properties of real numbers; sets, functions, equations, inequalities, progressions, permutations, and combinations. 3-0-3.

115. Calculating Techniques. Wang calculator and slide rule. 1-1-1.

203. Mathematics for Elementary Teachers — I. A study of elementary set theory and logic; the properties of integers, rational numbers, and number systems of other bases. Elementary number theory; algebra. 3-0-3.

204. Mathematics for Elementary Teachers — II. A study of real numbers, probability, statistics, nonmetric and metric geometry. Prerequisite: Mathematics 203. 3-0-3.

211. Finite Mathematics. A study of the theory and applications of vectors, matrices, probability, linear programming; the derivation and application of formulas from mathematics of finance. Prerequisite: Mathematics 111, 112, or 221. 3-0-3.

216. Probability and Statistics. Introductory principles of probability and their applications. Basic statistical analysis. Prerequisite: Three hours of college mathematics. 3-0-3.

221. Introductory Calculus. A course including the study of real functions and their graphs; slope, limits, continuity, derivatives with applications, integration with applications. 3-0-3.

222. Calculus and Analytic Geometry I. The definite integral with applications. Transcendental functions. Techniques of integration. Prerequisite: Mathematics 221. 3-0-3.

302. Linear Algebra. Vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 222. 3-0-3.

303. Modern College Geometry. Elementary geometry from an advanced standpoint, some evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, some topics in modern geometry. Prerequisite: Mathematics 221. 3-0-3.

304. History of Mathematics. A study of the development of mathematics, together with a study of the lives and contributions of leading mathematicians. Prerequisite: Mathematics 221. 3-0-3.

305. FORTRAN Programming. An introductory course in computer programming with applications to the elementary scientific and commercial problems. Prerequisite: Mathematics 112 or 221. 3-0-3

306. Mathematical Statistics. A study in the theory of probability set functions, distributions of random variables and functions, estimations, testing of hypothesis, analysis of variance and covariance. Prerequisite: Mathematics 222. 3-0-3.

312. Intermediate Analysis. Basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. Prerequisite: Mathematics 222. 3-0-3.

321. Calculus and Analytic Geometry II. Polar coordinates, conic sections. Improper integrals. Series. Prerequisite: Mathematics 222. 3-0-3.

322. Multivariable Calculus. Vectors. Solid analytic geometry. Partial differentiation. Multiple integration. Prerequisite: Mathematics 321. 3-0-3.

401. Introductory Topology. A study of metric spaces, topological spaces, connected topological spaces, and compact topological spaces. Prerequisite: Mathematics 322. 3-0-3.

403. Differential Equations. Ordinary differential equations of first order and first degree, first order and higher degree, with applications. Prerequisite: Mathematics 322. 3-0-3.

404. Modern Abstract Algebra. A critical study of the real number system: elementary theory of groups, rings, integral domain, and fields. Prerequisite: Mathematics 222. 3-0-3.

405. Innovations in Secondary School Mathematics. A study of selected topics in mathematics which are relevant to the modern curriculum in the secondary school. Prerequisite: Mathematics major (Teacher Certification), Junior standing. 3-0-3.

495, 496. Independent Study. Prerequisite: Mathematics 322 and approval of the Chairman of the Department. 0-Independent Study-3, 0-Independent Study-3.

PHYSICS

103. Introductory Physics. A study of the elementary concepts of mechanics, wave motion, electricity and magnetism, optics, nuclear and atomic physics, and the scientific method of reasoning. 3-2-4.

201. General Physics — I. The study of Newtonian mechanics, the laws of thermodynamics, properties of matter, wave motion, and sound. Prerequisite: Mathematics 111, 112, or 221. 3-3-4.

202. General Physics — II. The study of the properties of light, electricity and magnetism, Bohr theory of the atom, and quantum theory. Prerequisite: Physics 201. 3-3-4.

Department of Psychology

The Department of Psychology endeavors to develop within its participants an understanding of the fundamentals of human behavior, a functional knowledge of scientific methods of studying behavior, and an appreciation of the dignity and complexity of man. The Department provides a diversified program for its majors and offers one or more courses as required or elected by students from other departments of the college.

DEGREE REQUIREMENTS

The Bachelor of Science Degree With a Major in Psychology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61)	40-52
Psychology 201 and 206, which are required, will satisfy the Social Science requirement, and Biology 101 and 102 are recommended for the Natural Science requirement.	
MAJOR—(36 hours, 6 counted on Basic Course Requirements)	30
Psychology 201, 206, 305, 307, and 397 are required. Fifteen hours must be earned at the 400 level.	
SUPPORTIVE STUDIES	15
To be chosen from Philosophy, Mathematics, Natural Science, Theatre Arts, Literature, Sociology, Anthropology, Foreign Language, and other courses approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Other area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

201. General Psychology. A survey of psychology as the scientific study of behavior. The areas treated include learning, interpretive behavior, motivation, personality, measurement, the developmental process, social adjustment, and the biological bases of behavior. 3-0-3.*

206. Developmental Psychology. The psychological evolution of the individual through the life span and the effect of the bio-social field on his evolution. Prerequisite: Psychology 201. 3-0-3.

301. Child Psychology. A study of the general principles of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, and social development. Prerequisite: Psychology 201. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

302. Adolescent Psychology. The study of emotional, physical, and social maturation from puberty to early adulthood with emphasis on adjustment difficulties and communication with the adolescent. Prerequisite: Psychology 201. 3-0-3.

303. Educational Psychology. A problem-centered approach to the application of psychological principles to the educational process. Participants gain experience in stating, discussing, and writing solutions to problems presented in script form. Prerequisites: Psychology 201 and 301 or 302. 3-0-3.

305. Psychology of Personality. A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisites: Psychology 201 and 206. 3-0-3.

307. Physiological Psychology. An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory, and learning. Prerequisites: Psychology 201 and 206. 3-0-3.

310. Social Psychology. A study of the interactions of persons in American Society including such topics as group dynamics and pressures, crowd behavior, social movements and change, conformity, and leadership. 3-0-3.

374. Psychology of Religion. A course designed to help the student develop psychological insight into his own spiritual life through a study of the principles of psychology as related to religious experience. Prerequisite: Psychology 201. 3-0-3.

396. Introduction to Statistics. An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference, and hypothesis testing. 3-0-3.

397. Experimental Psychology. An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data, and stating conclusions. Laboratory emphasis will be placed upon problems related to learning and perception. Prerequisite: Psychology 396. 2-2-3.

401. Psychopathology. Survey and analysis of the major mental disorders, interpretation, and theories of therapy, including the relationship of abnormal behavior to social norms. Prerequisites: Psychology 201, 206, and 305. 3-0-3.

402. Introduction to Counseling. The study of the basic theories and functions of counseling. Laboratory emphasis will be upon the development of a personal counseling philosophy and its application. Prerequisites: Psychology 201, 206, 305, and 401. 3-1-3.

403. Industrial Psychology. The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement, and human relations. Prerequisites: Psychology 201 and 206. 3-0-3.

405. Psychology of the Exceptional Child. A study of children who are markedly superior or inferior to the average child in physical, mental, emotional, or social characteristics. Prerequisites: Psychology 201 and 206 or 301. 3-0-3.

441. Psychology of Learning. A study of the major concepts of learning, experimental methods of studying learning phenomena, and learning theory. Prerequisites: Psychology 201 and 206. 3-0-3.

444. Psychological Measurement and Appraisal. An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests, and special aptitudes. Includes survey of measures now available for testing programs in education and industry. Prerequisites: Psychology 201 and 206. 3-0-3.

491, 492, 493. Seminar in Psychology. 1-0-1, 2-0-2, 3-0-3.

495, 496. Independent Study. An in-depth research study for Seniors majoring in Psychology working under the guidance of the Psychology Department faculty. 0-Independent Study-3, 0-Independent Study-3

497, 498. Internship in Psychology. Prerequisite: Senior standing and Departmental approval. 1-5-3, 1-5-3.

Department of Religious Studies and Philosophy

One of the main purposes of this department is to offer courses which are designed to give every student entering Gardner-Webb College an introduction to the Christian tradition and its background in the ancient world. The Department of Religious Studies and Philosophy also seeks to provide a basic preparation for those who plan to do further study in seminaries and graduate schools. Another aim of this department is to provide preparation for some students who will go into church-related vocations immediately after completing their college work. Moreover, it is the basic intent of this department to further the general Christian purpose of Gardner-Webb College.

The Basic Course Requirements state that all candidates for any degree offered at this college must take a minimum of six hours of Religion. This requirement will be met by taking Religion 101 and 102, which are prerequisites for all other Religion courses.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Biblical Literature and Languages

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	52
Greek 101, 102, 201, and 202 are required and will fulfill the Foreign Language requirement.	

MAJOR	30
Three advanced courses in Old Testament studies, three advanced courses in New Testament studies, Greek 301, 302, Hebrew 301, and 302.	
SUPPORTIVE STUDIES	15
Ancient History, Civilization, Religion (other than Biblical studies), and Religious Education, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
English and American Literature, Psychology, Sociology, Speech, and other courses as approved by the faculty adviser.	
FREE ELECTIVES	16-12
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree With a Major in Religion

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
Psychology 201 and Sociology 201 are required and will satisfy the Social Science requirement. Any foreign language is acceptable, but Greek, German, and French are highly recommended.	
MAJOR	30
Area I. Biblical Studies. Select 6 hours from Religion 203, 211, 302, 306, 307, 312, 314, 316, and 317.	
Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 333, and 337.	
Area III. Christianity and the World. Select 3 hours from Religion 241, 243, 246, and 345.	
Area IV. Related Disciplines. Select 3 hours from Religious Education 270, 371, 372, 373, 374, and 490.	
Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, and 494.	
Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 325, 354, 357, or 495. Six hours of Greek may apply toward the Major after the Basic Course Requirements in Foreign Language are satisfied.	

SUPPORTIVE STUDIES 15

Take any two literature courses offered by the Department of English Language and Literature and select three of the following courses: Business Education 307, Greek 301, 302, Hebrew 301, 302, 401, 402, History 300, 301, 303, 310, Philosophy 301, Sociology 203, 320, 356, and Speech 102, as approved by the faculty adviser.

COMPLEMENTARY ELECTIVES 15

Select 15 hours from one or several of the following areas: English, History, Psychology, and Sociology, as approved by the faculty adviser.

FREE ELECTIVES 28-12

CHAPEL 0-4

Total 128

The Bachelor of Arts Degree
With a Major in Religion
With Preparation for Secondary (9-12) Teacher Certification

Semester Hours

BASIC COURSE REQUIREMENTS (Group A. See p. 61) 40-52

The Social Science requirement must be met by taking Sociology 201 and one course from the following areas: Anthropology, Economics, Geography, and Political Science. Any foreign language is acceptable, but Greek, German, and French are highly recommended.

MAJOR 30

Area I. Biblical Studies. Select 6 hours from Religion 203, 211, 302, 306, 307, 312, 314, and 316.

Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 325, 326, 333, and 337.

Area III. Christianity and the World. Select 3 hours from Religion 241, 243, and 246.

Area IV. Related Disciplines. Select 3 hours from Religious Education 270, 371, 372, 373, 374, and 490.

Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, and 494.

Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 354, or 495.

Six hours of Greek may apply toward the Major after the Basic Course Requirements in Foreign Language are satisfied.

SUPPORTIVE STUDIES 15

Six hours of literature are required (see p. 81). Three of the following must be selected: Business Education 307, Philosophy 301, Sociology 356, Speech 102, History 310, or Hebrew.

COMPLEMENTARY REQUIREMENTS	26
Education 410, 420, 430, 450, Health 221, Psychology 201, 302, and 303.	
FREE ELECTIVES	17-1
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Religious Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
Greek should be taken to fulfill the Foreign Language requirement; Sociology 201 and Psychology 201 should be taken for the six hour requirement in Social Science; and Music 125 should be taken for the Fine Arts requirement.	
MAJOR	33
Religious Education 270, 371, 372, 373, 374, 375, and 490	21
Religion 203, 302, 306, or 307	3
Religion 211, 312, 314, 316, or 317	3
Religion 322, 323, 324, 325, 326, Greek 300, or Latin 301	3
Religion 241, 333, or 337	3
SUPPORTIVE STUDIES	15
In consultation with the faculty adviser, choose 15 hours from the following:	
Art 302	3
Business Administration 213, 214	3, 3
Business Administration 316	3
Business Education 307	3
Music 265	3
Physical Education 312	3
Religious Education 376	1
Religious Education 397	3
Sociology 356	3
Speech 102	3
Students preparing for a specialized ministry may make substitutions for the supportive studies listed above, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Art 301	3
Two additional courses in Psychology	6
An advanced Sociology course	3
A course in English or American literature	3

FREE ELECTIVES	25-9
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

RELIGION

101. Introduction to the Old Testament. 3-0-3.*

102. Introduction to the New Testament. 3-0-3.

203. Old Testament Prophets. A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. 3-0-3.

211. The Teachings of Jesus. A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.

241. Basic Christian Ethics. A systematic study of the nature of morality, the principles of Biblical ethics, and specific ethical issues in contemporary society. 3-0-3.

243. Religion and Modern Man. An introductory study of the nature of religion, the relationship between religion and culture, and key philosophical questions inherent in religious thought. 3-0-3.

246. Eastern Religions. An historical study of the religions of the East and Middle East, especially Hinduism, Buddhism, and Islam. 3-0-3.

251. Biblical Backgrounds. A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Lecture-Travel-3 or 3-0-3.

302. Wisdom and Poetic Literature of the Old Testament. A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. 3-0-3.

306. Old Testament Thought. The key categories of the Old Testament are discussed. Attention is directed around the historical development of the concepts of God, man, salvation, creation, and eschatology. 3-0-3.

307. Studies in the Pentateuch. A critical evaluation of the nature, background, structure, and message of the Pentateuch. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

312. Life and Letters of Paul. A study of Paul's life and thought as presented in his Epistles. 3-0-3.

314. New Testament Thought. A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.

316. The Writings of John. A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. 3-0-3.

317. The General Epistles and Hebrews. A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews. 3-0-3.

318, 319, 320, 321. The Morris Lectures. A series of lectures presented by the Reverend B. E. Morris concerning various aspects of Biblical theology. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

322. Early and Medieval Christianity. A survey of the history of the Christian Church to 1500 A.D. Prerequisite: History 101. 3-0-3.

323. Modern Christianity. Beginning with the Reformation this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3.

324. American Christianity. An historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3.

325. Baptist History and Thought. An historical study of the Baptist Movement since the Seventeenth Century. 3-0-3.

326. Christian Missions. A study of the history of world missions of the Christian movement with emphasis upon its Biblical foundations, its motives and practice, and its outstanding personalities. 3-0-3.

333. Basic Christian Beliefs. An introduction to the history, methods, and principal topics of Christian theology. 3-0-3.

337. Philosophy of Religion. An introduction to the relation of the Christian faith to the questions posed by both science and philosophy. 3-0-3.

345. Black Church History. A survey of the religious and political history of the Black Church, together with a look at the modern Black Church, black religious leaders, and black theology. 3-0-3.

354. Christian Preaching. The fundamentals of sermon preparation and delivery. Prerequisites: Six hours of Religion and Speech 102. 3-0-3.

357. Pastoral Ministries. Supervised study and practical experience in the pastor's work in a church. Prerequisites: Six hours of Religion and Speech 102. 1-1-1.

397. Pastoral Internship. A minimum of ten weeks spent in full-time supervised service in the pastoral work of a local church. Prerequisites: Approval of Instructor and Department. 0-Practical Experience-3.

491. Old Testament Seminar. 3-0-3.

492. New Testament Seminar. 3-0-3.

493. Church History Seminar. 3-0-3.

494. Contemporary Theology Seminar. 3-0-3.

495. Independent Study. A course consisting of guided reading, conferences with the professor and written reports. 0-Independent study-3.

RELIGIOUS EDUCATION

270. Introduction to Religious Education. An inquiry into current and future objectives of religious education as determined by the history of the movement, the nature and needs of growing persons, and one's theological presuppositions. 3-0-3.

371. Religious Education Organizations. A study of the development, tasks, and maintenance of the major program organizations in the local church. A curriculum laboratory offers practice in curriculum building. 3-0-3.

372. Teaching of Religion in the Church. A survey of educational principles followed by a consideration of the values and limitations of various methods employed in religious education. Practice in the preparation, presentation, and evaluation of Sunday school lessons and worship services. 3-0-3.

373. Church Administration. A survey of principles of leadership and administration as related to church polity. Practice in programming the major tasks of the church will be given. 3-0-3.

374. Psychology of Religion. A course designed to help the student develop psychological insight into his own spiritual life through a study of the principles of psychology as related to religious experience. Prerequisite: Psychology 201. 3-0-3.

375. Religious Education Curriculum. The selection, use, and production of curriculum materials in the church. 3-0-3.

376. Religious Education Ministries. Guided studies, observations, and practical experiences in the educational leadership in the church. Prerequisite: Religious Education 270. 1-1-1.

377. Field Education: Work of the Minister of Education. Field observation and guided experience in the work of the Minister of Education. Students will be assigned to a staff member of a nearby church for observation, counsel, specific assignments, and evaluation. Prerequisite: Religious Education 270. 0-8-1.

378. Field Education: Work of the Minister of Activities and Youth. Field observation and guided experience in the work of the Minister of Youth and Activities. Students will be assigned to a staff member of a nearby church for observation, counsel, specific assignments, and evaluation. Prerequisite: Religious Education 270. 0-8-1.

397. Religious Education Internship. A minimum of ten weeks spent in full-time supervised service in a local church or denominational agency. Prerequisites: Approval of Instructor and Department. 0-Practical Experience-3.

490. Religious Education Seminar. Independent research, guided reading, guest lecturers, and field trips offer the Senior student the opportunity to investigate more deeply his particular interests in the field. 3-0-3.

PHILOSOPHY

301. Introduction to Philosophy. An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. 3-0-3.

Department of Social Sciences

The Department of Associated Social Sciences accepts candidates for the Bachelor of Arts Degree with concentrations in Economics, Geography, History, Political Science, and Sociology.

The major purposes of the Department are: (1) preparation for careers such as teaching and social work, (2) to provide a foundation for continued study in graduate or professional schools, and (3) to help the student acquire an awareness of the major social, political, and economic situations existing in various world cultures past and present.

The teacher training program attempts to (a) assure that the student acquires an understanding of the social, political, geographical, economic, and historical forces operating in society, (b) provide for the development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies, and evaluating learning, and (c) instill in the student an awareness of the need for continuing education and professional development.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in History

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
MAJOR	30

The Major requires 30 hours above History 101 and 102, which are prerequisites to all other History courses. History 201 and 202 are required of all History majors.

SUPPORTIVE STUDIES	18
Supportive work may be done in the following area(s): Economics, Geography, Political Science, Psychology, and Sociology.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	25-9
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Social Science

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
MAJOR	30
The Social Science Major must complete at least 18 hours in one of the following areas: Economics, Geography, History (above 101 and 102), Political Science, or Sociology. In addition, 6 hours in each of two of these fields other than the area of concentration must be taken. Economics 203 and 204 are required of all students concentrating in Economics. Geography 101 and 104 are required of all students concentrating in Geography. History 201 and 202 are required of all students concentrating in History. Political Science 201 and 202 are required of all students concentrating in Political Science. Sociology 201 is required of all students concentrating in Sociology.	
SUPPORTIVE STUDIES	15
The Supportive Studies consist of 15 hours in Social Science (including Psychology) above those in the Basic Course Requirements and the Major. Six hours of credit must be earned in an area of Social Science which is not included in the Major.	
COMPLEMENTARY ELECTIVES	15
Areas not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Social Science
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
The Social Science requirement must be taken from one of the following areas: Economics, Geography, History, Political Science, Psychology, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
The Social Science major must develop with his adviser a Major designed to meet his particular needs as a prospective teacher. If the student chooses an area of concentration, 21 hours should be taken in that area of concentration. The additional 9 hours must be taken in two or more social studies other than the field of concentration and the social study used in the Basic Course Requirements.	
SUPPORTIVE STUDIES	15
The Supportive Studies consist of Psychology 201 and 302 and 9 hours of additional Social Science approved by the faculty adviser. The additional hours of social studies are designed to supplement the Basic Course Requirements and Major so that the student will have adequate insight into all the areas of social studies.	
COMPLEMENTARY REQUIREMENTS	26
Education 412, 422, 432, 450, Health 221, Psychology 303, and 6 hours of literature (see p. 81).	
FREE ELECTIVES	17-1
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

GEOGRAPHY

101. Introduction to Physical Geography. The study of climate, vegetation, soil, water resources, mineral resources, and land form from the geographic perspective. 3-0-3.*

104. Introduction to Human Geography. The study of language, religion, race, settlement types, cultural diffusion, population migration, land tenure, and environmental perception from the geographic perspective. 3-0-3.

203. World Regions. The study of the physical and human geography of Europe, the United States, the Soviet Union, and Canada. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

204. World Regions. The study of the physical and human geography of non-Soviet Asia, Africa, Latin America, and the Pacific World. 3-0-3.

302. Economic Geography. The study of primary, secondary, and tertiary economic activities in the geographic setting. Location theory will be introduced. 3-0-3.

303. Historical Geography of the United States. Rural and urban settlement, industrialization and transport development as spatial processes shaping the changing patterns of human occupance from the 17th century to the present, cultural areas and their significance. 3-0-3.

320. Environment and Man. A study of the two-way relationship between man and his environment. Topics discussed include wilderness preservation, animal extinction, the population explosion, the development of new energy sources, waste disposal, urban and regional planning, and air, water, thermal, noise, and aesthetic pollution. Field trips and guest lectures. 3-0-3.

401. Political Geography. The geography of boundaries, power structures, core areas, administrative areas, foreign trade, international organizations, and colonialism. Geopolitics will also be introduced. 3-0-3.

402. Urban Geography. A geographical analysis of urban centers, from villages to metropolitan communities, with a view to understanding problems of site, situation, internal structure, and urban function. 3-0-3.

HISTORY

101. Survey of Modern Western Civilization, 1500-1815. 3-0-3.

102. Survey of Modern Western Civilization since 1815. 3-0-3.

201. Survey of United States History to 1877. 3-0-3.

202. Survey of United Sates History since 1877. 3-0-3.

300. Greek Civilization. (See Greek 300). 3-0-3.

301. Roman Civilization. (See Latin 301). 3-0-3.

303. Jewish Civilization. (See Hebrew 303). 3-0-3.

310. The Ancient World to the Fall of Rome. 3-0-3.

311. Medieval Europe. 3-0-3.

312. The Renaissance and Reformation. 3-0-3.

314. Diplomatic History of the United States. 3-0-3.

315. The United States during the Colonial Period. 3-0-3.

317. The Old South. 3-0-3.

320. Ethnic Communities in United States History. 3-0-3.

322. Early and Medieval Christianity. (See Religion 322). 3-0-3.

323. Modern Christianity. (See Religion 323). 3-0-3.

330. Europe from 1648 to 1815. 3-0-3.

331. Europe from 1815 to 1918. 3-0-3.

332. Europe since 1914. 3-0-3.

337. History of England before 1689. 3-0-3.

338. History of England since 1689. 3-0-3.

341. The United States in the Twentieth Century. 3-0-3.

345. North Carolina History. 3-0-3.

346. The Civil War and Reconstruction. 3-0-3.

352. Survey of Latin American History. 3-0-3.

362. History of the Soviet Union since 1917. 3-0-3.

371. History of Modern Japan. 3-0-3.

372. History of Modern China. 3-0-3.

380. Modern Germany since 1789. 3-0-3.

410. English Constitutional History to 1689. 3-0-3.

412. History of the Middle East since 1500. 3-0-3.

413. History of Africa since 1500. 3-0-3.

414. History of Modern India and Pakistan. 3-0-3.

420. The Westward Movement in United States History. 3-0-3.

495-496. Problems and Interpretations of History. An honors course open to Senior majors in the department. Consent of the Chairman of the Department required. Prerequisite: a "B" average in the Department. 0-Independent Study-3, 0-Independent Study-3.

POLITICAL SCIENCE

201. Introduction to Political Science. A basic course in Political Science dealing with the fundamentals of man politically organized. 3-0-3.

202. United States Government. A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governements and the Federal system. 3-0-3.

303. American Foreign Policy. A study of the political processes by which contemporary foreign policy is made and executed. 3-0-3.

304. State and Local Government in the United States. A study of the problems of inter-governmental relationships and administrative management in state, county, and municipal governments. 3-0-3.

305. Public Opinion and Political Participation. A study of forces affecting public opinion, its expression in various political activities, and its impact on public policy. 3-0-3.

306. Urban Politics. An examination of the nature and scope of urban problems in the United States with emphasis on the impact of government and politics. 3-0-3.

310. International Law and Organizations. An introduction to the concepts of law among nations and an examination of the development, structure, and functions of international organizations. 3-0-3.

311. European Government and Politics. A detailed account of the political institutions and processes of France, Germany, the United Kingdom, and the U.S.S.R. 3-0-3.

312. Government and Politics in Developing Nations. A study of the governments, politics, and political problems of emerging nations. 3-0-3.

320. Constitutional Law. A study of principles and leading cases with emphases on judicial and executive elaboration and the development of civil liberties in the United States. 3-0-3.

321. International Relations and World Politics. An analysis of politics among nations. 3-0-3.

403. The President, Congress, and Public Policy. An analysis of the roles of President and Congress in making national policy. 3-0-3.

SOCIOLOGY

201. Introduction to Sociology. This is an introduction to the study of sociology, providing essentials for an intelligent understanding of the forces making for group life and for specialized study of sociological problems. 3-0-3.

202. Social Problems. An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. 3-0-3.

203. Marriage and Family. This course provides a study of the practical problems of courtship and marriage, with emphasis on inter-personal relationships between husband and wife and parents and children. 3-0-3.

310. Social Psychology. A study of the interaction between the individual and the group, and the influence of each on the other. 3-0-3.

311. Social Research Methodology. The scientific method applied to social phenomena: formulating and testing hypotheses, techniques for collecting data, measuring social variables, interpreting research findings. The scientific method as applied to social sciences will be explored in the latter part of the course through student participation in the design and analysis of a survey. 3-0-3.

320. Cultural Anthropology. A study of the nature and growth of culture in primitive and contemporary non-industrial societies. 3-0-3.

330. Sociological Theory. A systematic analysis of the trends and developments in sociological theory. Emphasis is placed on the current state of sociological theory and its relationship to empirical research. 3-0-3.

356. Sociology of Religion. Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. 3-0-3.

396. Introduction to Statistics. (See Psychology 396.) 3-0-3.

400. Race. A study of present day racial and cultural minorities with emphasis upon scientific facts about race and on changing attitudes and policies. 3-0-3.

411. Criminology. An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. 3-0-3.

421. American Community. A study of the structure and function of rural and urban communities, their institutions and problems. 3-0-3.

497, 498. Internship in Sociology. Three hours credit may apply to the student's Major. Prerequisite: Senior standing and Departmental approval. 1-5-3, 1-5-3.

ASSOCIATE DEGREE PROGRAM

The Associate in Arts degree is offered in two fields of study, Business and Nursing. One of two specialties may be chosen in Business. These are General Business and Secretarial Science. See the Department of Business Administration for details.

DEPARTMENT OF NURSING

The Department of Nursing functions within the framework and philosophy of Gardner-Webb College. The faculty agrees that the graduate of the Program should be a liberally educated contributing member of society.

The faculty believes that technical education is a maturational process involving the students and faculty working together to develop a concept of learning. The student is guided in the understanding and application of scientific principles as he relates to self and fellow man.

The faculty further believes that the acquisition and use of knowledge, primarily an individual responsibility, is influenced by personal differences, motivation, and readiness, and the technical nurse can be prepared as a beginning practitioner in two years in an institution of higher learning.

The faculty believes that nursing is a health service to people based on selected principles of physical, biological, and social sciences with objectives which encompass the promotion of physical and emotional well-being, care and rehabilitiation of the ill, and comfort and support of the dying.

The technical nurse is a learner-practitioner who continues to acquire and redefine skills as social and technological advances are made in the health sciences.

The nursing program is offered by Gardner-Webb College in cooperation with the Rutherford Hospital of Rutherfordton and Cleveland Memorial Hospital in Shelby, North Carolina. The program enables the student to complete in approximately two years a course of study which leads to the Associate in Arts Degree. Students study and work with patients in hospitals and various other health agencies. Upon completion of the course the nurse is eligible to write the State Board Examination for licensure as a Registered Nurse.

The curriculum of the associate Degree Nursing Program at Gardner-Webb College is designed to prepare the student:

1. To apply principles of human behavior in establishing and maintaining favorable interpersonal relationships.
2. To understand the role of the associate degree nurse and his/her functions in nursing.
3. To know facts and principles of the physical, biological, and social sciences which form a basis for nursing.
4. To demonstrate beginning skill in the utilization of nursing knowledge.
5. To demonstrate skill in problem-solving in nursing and in the maintenance of health.
6. To be aware of legal, moral, and social responsibilities as a nurse/as a person.

Accreditation of the Nursing Program

The program is accredited by the North Carolina Board of Nursing and by the National League for Nursing.

DEGREE REQUIREMENTS

The Associate in Arts Degree, Leading to Licensure

First Year	*Semester Hours*	Second Year	*Semester Hours*
Biology 203, 204	6	Religion 101 and 102	6
Biology 206	4	English 102	3
English 101	3	Nursing 201, 202, 290	21
Nursing 101, 102	14	Sociology 201	3
Physical Education	1	Physical Education	1
Psychology 201, 206	6		
	34		34

Note: A laboratory course in Chemistry at the high school level is required. Selected concepts of organic and biochemistry are covered in Biology courses.

DESCRIPTION OF COURSES

101. Fundamentals of Nursing. A study of basic needs of individuals in health and illness. Concepts and principles of nursing are introduced with emphasis on the role and functions of the technical nurse. 5-4-6.*

102. Nursing Intervention I. A study of health care during selected stressful situations focusing on the ill child, the person having surgery, and selected health problems: altered cellular metabolism, and altered regulatory function. Concepts of prevention, therapy, and rehabilitation serve to guide the student's course of study. Prerequisite: Nursing 101. 5-9-8.

201. Nursing Intervention II. A study of health care during the maternity cycle and selected stressful situations focusing on specific health problems. The course is developed around a family-centered philosophy of nursing care. Prerequisite: Nursing 101-102. 5-12-9.

202. Nursing Intervention III. A study of common health problems: the care of people with altered oxygenation and patterns of behavior. Clinical laboratory experience in comprehensive nursing serves to facilitate the integration of concepts gained. Prerequisite: Nursing 101-102. 5-12-9.

290. Nursing Seminar. A study of major influences in the development of the nursing profession: selected events, organizations, functions, legal aspects, opportunities and responsibilities with emphasis on the role of the associate degree nurse. Prerequisite: Nursing 101-102. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

SPECIAL DEGREE PROGRAM

Gardner-Webb College has entered into an agreement with the Bowman Gray School of Medicine of Wake Forest University whereby students may earn the Bachelor of Science degree in Medical Technology.

The agreement provides that the student will do three years' work at the College and his final year of study, a full calendar year, at Bowman Gray. The degree will be granted by Gardner-Webb College.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Medical Technology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B. See p. 61) ..... The Natural Science requirement must be met by taking Biology 101 and 102 and Chemistry 101 and 104. Mathematics 111 is required and will satisfy the Mathematics requirement.	48
MAJOR ..... To be taken in the Program of Medical Technology at the Bowman Gray School of Medicine.	32
SUPPORTIVE STUDIES ..... Biology 203, 204, 206, Chemistry 201, 202, and Mathematics 112 are required.	21
COMPLEMENTARY ELECTIVES ..... To be selected from area(s) not directly related to the Natural Sciences, as approved by the faculty adviser.	15
FREE ELECTIVES ..... Physics 201 and 202 are recommended. Biology 301, 422, Chemistry 401, and 402 are recommended for all students.	12-9
CHAPEL	0-3
Total	128



ACADEMIC CALENDAR

1975-76

FIRST SEMESTER

August	23	Saturday — Arrival of New and Transfer Students.
August	24	Sunday — Worship Service and Parents' Orientation.
August	25	Monday — Orientation of New and Transfer Students.
August	26	Tuesday — Orientation continued; Registration of Seniors and Juniors.
August	27	Wednesday — Orientation continued; Registration of Sophomores and Freshmen.
August	28	Thursday, 8:00 a.m. — Full Class Schedule.
September	8-12	Monday through Friday — Fall Revival.
October	16, 17	Thursday and Friday — Mid-term Reports.
October	24	Friday — Founders Day.
October	25	Satuday — Homecoming Day.
November	26	Wednesday, after classes — Thanksgiving Holidays begin.
December	1	Monday, 8:00 a.m. — Classes resume.
December	12	Friday — Examination Study Period.
December	13-19	Saturday through Friday — First Semester Examinations.

SECOND SEMESTER

January	5	Monday — Boarding students return.
January	6, 7	Tuesday and Wednesday — Registration.
January	8	Thursday, 8:00 a.m. — Classes resume.
February	2-6	Religious Emphasis Week.
March	4, 5	Thursday and Friday — Mid-term Reports.
March	5	Friday, after classes — Spring Holidays begin.
March	15	Monday, 8:00 a.m. — Classes resume.
March	23-25	Pastors' Conference.
April	16	Friday, after classes — Easter Holidays begin.
April	20	Tuesday, 8:00 a.m. — Classes resume.
May	1	Saturday, 3:00 p.m. — Spring Jubilee.
May	7	Friday — Examination Study Period.
May	8-14	Saturday through Friday — Second Semester Examinations.
May	15	Saturday, 7:00 p.m. — Alumni Banquet.
May	16	Sunday, 11:00 a.m. — Baccalaureate Sermon.
May	16	Sunday, 3:00 p.m. — Graduation.

1976-77

FIRST SEMESTER

August	21	Saturday — Arrival of New and Transfer Students.
August	22	Sunday — Worship Service and Parents' Orientation.
August	23	Monday — Orientation of New and Transfer Students.
August	24	Tuesday — Orientation continued; Registration of Seniors and Juniors.
August	25	Wednesday — Orientation continued; Registration of Sophomores and Freshmen.
August	26	Thursday, 8:00 a.m. — Full Class Schedule.
September	13-17	Monday through Friday — Fall Revival.
October	14, 15	Thursday and Friday — Mid-term Reports.
October	22	Friday — Founders Day.
October	23	Saturday — Homecoming Day.
November	24	Wednesday, after classes — Thanksgiving Holidays begin.
November	29	Monday, 8:00 a.m. — Classes resume.
December	10	Friday — Examination Study Period.
December	11-17	Saturday through Friday — First Semester Examinations.

SECOND SEMESTER

January	3	Monday — Boarding students return.
January	4, 5	Tuesday and Wednesday — Registration.
January	6	Thursday, 8:00 a.m. — Classes resume.
February	7-11	Religious Emphasis Week.
March	3, 4	Thursday and Friday — Mid-term Reports.
March	4	Friday, after classes — Spring Holidays begin.
March	14	Monday, 8:00 a.m. — Classes resume.
March	22-24	Pastors' Conference.
April	8	Friday, after classes — Easter Holidays begin.
April	12	Tuesday, 8:00 a.m. — Classes resume.
April	30	Saturday, 3:00 p.m. — Spring Jubilee.
May	6	Friday — Examination Study Period.
May	7-13	Saturday through Friday — Second Semester Examinations.
May	14	Saturday, 7:00 p.m. — Alumni Banquet.
May	15	Sunday, 11:00 a.m. — Baccalaureate Sermon.
May	15	Sunday, 3:00 p.m. — Graduation.

SUMMER SESSIONS

1976

First Term

June	7	Monday—Registration.
June	8	Tuesday—Classes begin.
July	9	Friday—First Term ends.

Second Term

July	10	Saturday—Registration.
July	12	Monday—Classes begin.
August	14	Saturday—Graduation.

1977

First Term

June	6	Monday—Registration.
June	7	Tuesday—Classes begin.
July	8	Friday—First Term ends.

Second Term

July	9	Saturday—Registration.
July	11	Monday—Classes begin.
August	13	Saturday—Graduation.

REGISTRY



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Forest City, N.C.
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William A. Wallace
Gastonia, N.C.
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E. Reed Gaskin
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Forest City, N.C.
Aaron Moss
Cherryville, N.C.
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Charles I. Dover
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Donald E. Greene
Hickory, N.C.
Mrs. T. R. Hendrix, Sr.
Trinity, N.C.
Thomas W. Knowles, Jr.
Gastonia, N.C.
Raymond I. Sanderson
Charlotte, N.C.
Grady Wilson
Charlotte, N.C.

TERM EXPIRING 1978

Cy N. Bahakel
Charlotte, N.C.
G. Lennon Clements
Rutherfordton, N.C.
William M. Eubanks, Jr.
Charlotte, N.C.
Olin D. Hefner
Forest City, N.C.
C. P. Nanney
Gastonia, N.C.
Miss Charline Stamey
Fallston, N.C.
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Shelby, N.C.
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William A. Wallace
A. T. Withrow
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Boyce F. Grindstaff
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C. P. Nanney
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Billy H. Cline
Frank Dorato
Lee Fincannon
Woodrow Jones
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President's Personal Secretary ..... Mrs. Nancy A. Griffin, A.A.

OFFICE OF THE EXECUTIVE VICE PRESIDENT AND DEAN OF THE COLLEGE

Executive Vice President and
Dean of the College ..... Thomas J. McGraw, M.A.
Assistant to the Executive Vice President and
Dean of the College ..... Mrs. Diane H. Packard, B.A.
Assistant Dean ..... Dan W. Proctor, Th.D
Data Processing Manager ..... Duran Johnson
Computer Operator ..... Miss Ina Jean McDowell

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Registrar ..... Mrs. Dorothy W. Edwards, A.B.
Secretary ..... Mrs. Polly Wylie

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Assistant Director of Admissions ..... T. Wayne Smith, B.S.
Student Recruiter ..... James William Ellis, B.S.
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Secretarial Assistant ..... Mrs. Mary Ann Moffitt

LIBRARY

Library Director ..... Alton H. (Bill) Malone, M.S.L.S.
Assistant Librarian—Cataloging ..... Mrs. Joy Y. Sandifer, M.L.S.
Assistant Librarian—Acquisitions ..... Mrs. Mary Jo Bracken, M.L.S.
Library Assistant, Acquisitions ..... Mrs. LaLene H. Washburn
Secretarial Assistant ..... Mrs. Grace C. Harmon
Secretarial Assistant ..... Mrs. Mary B. Jones
Secretarial Assistant ..... Mrs. Judy Bryant
Secretarial Assistant ..... Mrs. Vicki S. Walker

RADIO STATION

Manager, Radio Station WGWG ..... Ellis T. Greenway, A.B.

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Coordinator of Business Affairs
and Business Manager ..... Floyd D. Sawyer, B.A.
Secretary and Associate ..... Mrs. Nita B. Lefler

Assistant in the Business Office ..... Mrs. Marie B. Martin, B.S.
Secretary in the Business Office ..... Mrs. Joann W. Lutz
Secretary in the Business Office ..... Mrs. Nan Sneed
Switchboard Operator ..... Mrs. Shirley H. Washburn
College Hostess ..... Mrs. Bettye F. McGraw

BOOKSTORE

Co-Managers ..... Mrs. Beth P. Lindemann, B.A.
Mrs. Catherine B. Jolley

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Superintendent of Buildings and Grounds ..... J. Horace Scruggs
Assistant Superintendent of Buildings and Grounds ..... Willie Hall
Assistant in Physical Plant Operations ..... Julius Hoyle
Assistant in Physical Plant Operations ..... Clifford Ledford
Chief Security Officer ..... Gordon Washburn
Security Officer ..... Paul M. Magill
Secretary ..... Mrs. Judy S. Evans

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Coordinator of Development, Alumni,
and Deferred Giving ..... William J. Briggs, M.A.
Division Office Manager ..... Mrs. Janelle H. Hicks
Director of Alumni Activities ..... Jerry E. McGee, M.A.
Secretary ..... Mrs. Jane R. Reynolds

OFFICE OF THE COORDINATOR OF STUDENT PERSONNEL SERVICES

Acting Coordinator of Student
Personnel Services ..... L. Martin Banner, B.S.
Advisor to Student Government
Association ..... Melvin R. Lutz, Jr., M.A.
Secretary .....
Director of Women's Services ..... Miss Ruth C. Kiser, M.A.
Director of Financial Aid
and Placement .....
Director of Counseling ..... Arthur Raymond Pople, III, M.R.E.
Secretary ..... Mrs. Margaret H. King, B.S.M.

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Residence Director, Nanney ..... Mrs. Jewel C. Goodwin
Residence Director, H.A.P.Y. ..... Mrs. Isabel B. Harkins
Residence Director, Decker ..... Mrs. Elizabeth M. Felsberg

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Athletic Director, Head Basketball Coach ..... Edwin C. Holbrook, M.A.
Associate Athletic Director, and Executive
Secretary, Bulldog Club ..... Ron D. Hooper, M.A.
Secretary, Athletic Department,
Bulldog Club ..... Mrs. Nellie J. Hawkins
Director of Public Relations ..... Van Cletus Scott, Jr., A.B.
Secretary ..... Mrs. Mildred B. Poston, A.A.

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Coordinator of Religious Affairs and
College Minister ..... Charles W. Freeman, B.D.
Secretary ..... Mrs. Ann H. Weaver

OFFICE OF CULTURAL AND CREATIVE ACTIVITIES

Director ..... E. Eugene Poston, Ph.D.
Associate Director ..... George R. Cribb, Ed.D.

FACULTY

ERNEST EUGENE POSTON (1959)*, Ph.D., President of the College

A.A., Gardner-Webb College; B.A., Wake Forest University; M.Div., Th.M., Ph.D., Southern Baptist Theological Seminary; Additional Study, Southern Baptist Theological Seminary.

THOMAS JEFFERSON McGRAW (1962), M.A., Executive Vice President and Dean of the College

Gardner-Webb College; B.S., Wake Forest University; M.A., Appalachian State University; Additional Study, Duke University.

ROBERT WHITE ABRAMS (1962), M.Div., Director of Admissions

A.A., Gardner-Webb College; A.B., Wake Forest University; M.Div., Southern Baptist Theological Seminary.

GARLAND H. ALLEN (1961), Ph.D., Professor, Religion, History

B.A., Ouachita Baptist College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A., Memphis State University; Additional Study, Memphis State University.

JOE CLEAMON ALLEN (1969), M.A., Associate Professor, Business

A.A., Wingate College; B.S., Pfeiffer College; M.A., Appalachian State University; Additional Study, West Virginia University.

CHARLES S. ANDREWS (1960), Ph.D., Chairman, Department of Foreign Languages and Literature; Professor, French

A.B., Wofford College; M.A., Emory University; Additional Study, Sorbonne, University of Paris; Ph.D., Florida State University.

DECK W. ANDREWS (1962), M.S.B.A., Chairman, Department of Business Administration; Professor, Business

A.A., Lees-McRae College; A.B., Wofford College; M.S.B.A., University of Georgia; Additional Study, Appalachian State University, Western Carolina University.

DORIS VANCE BANNER (1970), M.A., Assistant Professor, Mathematics

A.A., Gardner-Webb College; B.S., M.A., Appalachian State University; Additional Study, University of North Carolina—Chapel Hill, University of North Carolina—Asheville, Clemson University, Appalachian State University.

LUTHER MARTIN BANNER (1970), B.S., Acting Coordinator of Student Personnel Services

B.S., Appalachian State University; Additional Study, Western Carolina University.

GILMER WARREN BLACKBURN (1968), Ph.D., Assistant Professor, History

A.A., Gardner-Webb College; B.A., M.A., Wake Forest University; Ph.D., University of North Carolina—Chapel Hill.

ROBERT REID BLACKBURN (1958-62; 1969), Ed.D., Chairman, Department of Health Education and Physical Education; Professor, Health Education, Physical Education

A.A., Gardner-Webb College; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers.

ERNEST MONROE BLANKENSHIP (1965), M.A., Associate Professor, English

B.S., Western Carolina University; M.Div., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University, University of North Carolina—Chapel Hill.

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* *The date after a name indicates the first year at Gardner-Webb College*

MARY JO BRACKEN (1974), M.L.S., Assistant Librarian, Acquisitions
A.B., Manhattanville College; M.L.S., Simmons College; Additional Study, Boston State College.

LOIS BULL BRADLEY (1967), B.S., Instructor, Nursing
R.N., B.S., Lenoir Rhyne College—Grace Hospital School of Nursing; Additional Study, Lenoir Rhyne College.

WILLIAM J. BRIGGS (1971), M.A., Coordinator of Development, Alumni, and Deferred Giving
B.S., Pfeiffer College; M.A., Western Carolina University; Additional Study, Michigan State University.

JOYCE COMPTON BROWN (1966), Ph.D., Associate Professor, English
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.

LESLIE MORRIS BROWN (1966), Ph.D., Associate Professor, Biology
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.

RAY KENT BRUMBAUGH (1972), M.S., Assistant Professor, Psychology
B.S., Juniata College; M.S., Acadia University (Nova Scotia).

JERRY ZEB BRYSON (1966), M.A., Assistant Professor, Health Education, Physical Education; Head Baseball Coach
B.S., Pfeiffer College; M.A., Appalachian State University.

RANDOLPH ERWIN CAROTHERS (1968), Ed.D., Chairman, Department of Education; Professor, Education
B.S., Presbyterian College; M.A., University of South Carolina; Ed.D., Florida State University; Additional Study, Appalachian State University, University of North Carolina—Chapel Hill, North Carolina State University, Winthrop College.

BETTYE McCLURE CARPENTER (1965), M.A., Associate Professor, Psychology, Speech
A.A., Gardner-Webb College; A.B., Meredith College; M.A., University of North Carolina—Chapel Hill; Additional Study, Appalachian State University, North Carolina State University, University of North Carolina—Chapel Hill, Western Carolina University.

WALLACE REID CARPENTER (1964), M.A., Associate Professor, Data Processing, Business
B.S., M.A., Appalachian State University; Additional Study, University of North Carolina—Chapel Hill, IBM School of Computer Science.

RALPH LOGAN CARSON (1973), Th.M., Assistant Professor, Religion
A.B., Shaw University; B.D., Hartford Seminary; Th.M., Louisville Presbyterian Seminary; Ph.D. Candidate, Drew University.

CLYDE S. CASH (1965), M.A.T., Assistant Professor, Biology, Chemistry
B.S., Clemson University; M.A.T., Converse College; Additional Study, Clemson University.

RICHARD GEORGE CHALCRAFT (1969-71; 1974), Ph.D., Associate Professor, Geology
B.A., University of Buffalo; M.S., University of North Carolina; Ph.D., University of North Carolina—Chapel Hill.

JEFFREY (CHIT-FU) CHANG (1966), Ph.D., Associate Professor, Mathematics
B.S., M.S., Western Illinois University; Ph.D., University of Georgia.

PERVY AUGUSTUS CLINE, JR. (1966), M.A., Associate Professor, Ancient Languages and Literature

B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; M.A., University of North Carolina—Chapel Hill; Additional Study, University of North Carolina—Chapel Hill.

J. DEWBERRY COPELAND (1972), Ed.D., Professor, Business, Economics

B.S., M.A., University of Florida; Ed.D., New York University.

BETTY SMITH COX (1968), Ph.D., Chairman, Department of English Language and Literature; Professor, English

Averett College; Ph.B., Northwestern University; M.A., Ph.D., University of Pittsburgh; Postdoctoral Research, University of California—Los Angeles.

BARBARA JENSEN CRIBB (1969), M.Ed., Assistant Professor, Education, Art

B.S., Mississippi College; M.Ed., North Texas State University; Additional Study, Western Kentucky University, Campbellsville College, University of Florida, Western Carolina University.

GEORGE ROBERT CRIBB (1969), Ed.D., Chairman, Department of Fine Arts; Professor, Music

B.A., Wake Forest University; M.A., Teachers College, Columbia University; Ed.D., North Texas State University; Additional Study, University of Kentucky, University of York (England).

ALICE RAE CULLINAN (1974), Ed.D., Assistant Professor, Religious Education, Religion

B.A., Carson-Newman College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary.

ROBERT LEE DECKER (1970), M.R.E., M.A., Assistant Professor, Music

B.M., University of Miami; M.R.E., Southern Baptist Theological Seminary; M.A., Appalachian State University.

HUBERT CONRAD DIXON (1935), M.A., Chairman, Department of Mathematics and Physics; Professor, Mathematics

A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., University of North Carolina—Chapel Hill; Additional Study, Clemson University, Florida State University, Vanderbilt University.

JOHN R. DRAYER (1973), Ph.D., Assistant Professor, Religion

B.A., Belmont College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary.

ANTHONY FINLEY EASTMAN (1966), Ph.D., Associate Professor, History

B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi.

DOROTHY W. EDWARDS (1946), A.B., Registrar

A.A. Gardner-Webb College; A.B., Meredith College.

ELLIS, JAMES WILLIAM (1975), B.S., Student Recruiter

B.S., Gardner-Webb College.

MARGARET M. FARFOUR (1973), B.S., Instructor, Nursing

B.S., Duke University.

CHARLES WILLIAM (BUDDY) FREEMAN (1968), B.D., Coordinator of Religious Affairs and College Minister

A.A., Gardner-Webb College; B.A., Carson-Newman College; B.D., Southeastern Baptist Theological Seminary.

WILLIAM HARDIN FREEMAN (1972), Ph.D., Assistant Professor, Health Education, Physical Education

B.A., Wake Forest University; M.A.T., Duke University; M.S., Ph.D., University of Oregon.

ROGER GARY GADDIS (1974), Ph.D., Associate Professor, Psychology

B.A., University of North Carolina—Charlotte; M.A., University of Tennessee; Ph.D., University of South Carolina.

ELLIS TROY GREENWAY (1974), A.B., Manager, Radio Station WGWG

A.B., Lenoir Rhyne College; Additional Study, Southeastern Baptist Theological Seminary.

FRANKLIN KEITH GRIGGS (1965), M.A., Assistant Professor, Business

B.S., M.A., Appalachian State University; Additional Study, IBM School of Computer Science, University of North Carolina—Charlotte.

NELL SELF GRIGGS (1965), M.A., Assistant Professor, Health Education, Physical Education

A.B., Lenoir Rhyne College; M.A., Appalachian State University; Additional Study, Western Carolina University.

JAMES FRANKLIN GUDGER, JR. (1975), M.A.T., Assistant Football Coach

B.S., East Carolina University; M.A.T., Western New Mexico University.

HOWARD CONLEY HAIRE (1973), Ph.D., Professor, Business

B.S., M.S., Catholic University; Ph.D., Walden University; C.P.A.

**BARRY EDMOND HAMBRIGHT (1969), M.A., Assistant Professor, History, Political Science

A.A., Gardner-Webb College; B.A., Carson-Newman College; M.A., University of Massachusetts; Ph.D. Candidate, University of South Carolina.

MICHAEL A. HARRELSON (1968), Ph.D., Chairman, Department of Biology, Chemistry, and Geology; Professor, Biology

A.A., Gardner-Webb College; B.S., M.A., Appalachian State University; Ph.D., University of Georgia; Additional Study, Bowling Green State University.

JAMES P. HENSON (1957-62; 1968), Ed.D., Chairman, Department of Psychology; Professor, Psychology

A.A., Warren Wilson Junior College; B.S., M.A., Appalachian State University; B.D., Southeastern Baptist Theological Seminary; Ed.D., Indiana University.

ELIZABETH EGGERS HILL (1963-65; 1966), M.A., Assistant Professor, Music

B.S., M.A., Appalachian State University; Additional Study, Westminster Choir College.

JERRY RANDOLPH HILL (1963), D.M.E., Associate Professor, Music

B.S., M.A., Appalachian State University; D.M.E., University of Oklahoma.

** *On Leave*

BARBARA WALKER HOLBROOK (1964), M.A., Assistant Professor, Health Education, Physical Education
A.B., Lenoir Rhyne College; M.A., Appalachian State University.

EDWIN CHARLES HOLBROOK (1964), M.A., Coordinator of Athletics and Public Relations; Athletic Director; Head Basketball Coach
A.B., Lenoir Rhyne College; M.A., Appalachian State University

RON DALE HOOPER (1968-69; 1970), M.A., Associate Athletic Director and Executive Secretary, Bulldog Club; Assistant Basketball Coach
B.S., University of North Carolina—Chapel Hill; M.A., Appalachian State University.

JOE BEN HOYLE (1972), M.A., Assistant Professor, Business
B.A., C.P.A., Duke University; M.A., Appalachian State University.

LEE OVAL JAYNES (1975), M.A., Instructor, Physical Education; Head Football Coach
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MARION LANSFORD JOLLEY (1957), M.A., Ed.S., Chairman, Department of Social Sciences; Professor, Social Science
A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., Ed.S., George Peabody College for Teachers; Additional Study, George Peabody College for Teachers, Florida State University.

PAUL WISEMAN JOLLEY (1962), Ed.D., Professor, Mathematics
B.S., M.A., Appalachian State University; M.A.T., University of North Carolina —Chapel Hill; Ed.D., Florida State University.

DORIS JONES (1956), M.R.E., M.A.T., Associate Professor, Sociology
B.A., Furman University; M.R.E., Southwestern Baptist Theological Seminary; M.A.T., University of North Carolina—Chapel Hill; Additional Study, University of Colorado, University of North Carolina—Chapel Hill, University of Tennessee.

RUTH C. KISER (1961-64; 1969), M.R.E., M.A., Director of Women's Services
A.A., Wingate College; B.S., Carson-Newman College; M.R.E., New Orleans Baptist Theological Seminary; M.A., Appalachian State University.

ROBERT L. LAMB (1962), Ed.D., Professor, Religious Education, Religion
B.A., Stephen F. Austin State College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary; Additional Study, Westminister Choir College, Baylor University, University of Houston, North Carolina State University, Appalachian State University.

GRACE CRAIG LEE (1965), M.S., Director, Nursing
R.N., Rutherford Hospital School of Nursing; B.S.N.Ed., Florida State University; M.S., University of North Carolina—Chapel Hill; Additional Study, The Margaret Hogue Maternity Hospital.

JOHN THURMAN LEWIS (1964), Th.D., Professor, Religion, Ancient Languages and Literature
B.A., Mississippi College; B.D., Th.D., New Orleans Baptist Theological Seminary; M.A., Johns Hopkins University; Additional Study, Baltimore Hebrew College.

BETH POSTON LINDEMANN (1973), Co-Manager, Bookstore
B.A., Campbell College.

BETTY HOYLE LOGAN (1957), M.A., Assistant Professor, Business
B.S.S.A., University of North Carolina—Greensboro; M.A., Appalachian State University.

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A.A., Gardner-Webb College; B.A., Mars Hill College; M.A., Florida State University; Additional Study, Florida State University.

ALTON H. (BILL) MALONE (1969), M.S.L.S., Library Director

B.A., Carson-Newman College; M.S.L.S., University of Illinois.

LEROY FRANCIS McDONALD (1973), J.D., Assistant Professor, Economics

B.A., M.A., LL.B., J.D., Boston University.

JERRY EDWARD McGEE (1975), M.A., Director of Alumni Activities

B.S., East Carolina University; M.A., Appalachian State University.

ROBERT EARLE MORGAN (1967), Ph.D., Associate Professor, French, Mathematics

A.B., Lenoir Rhyne College; M.Ed., Ph.D., University of North Carolina—Chapel Hill; Additional Study, University of North Carolina—Chapel Hill.

MARTIN ARTHUR MOSELEY, JR. (1950), M.S., Professor, Chemistry

B.S., Wofford College; M.S., North Carolina State University; Additional Study, University of North Carolina, Duke University, University of Wyoming, North Carolina State University.

MARION VANN MURRELL (1967), Ph.D., Chairman, Department of Religious Studies and Philosophy; Professor, Religion

B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., University of Edinburgh (Scotland), Additional Study, Duke University, University of Heidelberg (West Germany).

ARTHUR GEORGE NUHRAH (1969), Ph.D., Professor, History

B.A., M.A., Ph.D., The Tulane University of Louisiana.

THIRLEN OSBORNE (1957), M.A., Professor, English

A.B., Kentucky Wesleyan College; M.A., University of Kentucky; Ph.D. Candidate, University of North Carolina—Chapel Hill.

DIANE HICKS PACKARD (1967), B.A., Assistant to the Executive Vice President and Dean of the College

A.A., Gardner-Webb College; B.A., Limestone College.

CLARENCE SHERMAN PARRISH (1970), Ph.D., Associate Professor, Chemistry

A.B., Berry College; Ph.D., University of Mississippi

PHIL DANIEL PERRIN (1969), D.M.A., Professor, Music

B.S., University of Tennessee; M.C.M., D.M.A., Southwestern Baptist Theological Seminary.

LINDA HESTER PHILLIPS (1972), Instructor, Nursing

R.N., B.S., Lenoir Rhyne College.

ARTHUR RAYMOND POPLE, III (1974), M.R.E., Director of Counseling

B.A., Mississippi College; M.R.E., Southwestern Baptist Theological Seminary; Ed.D. Candidate, Southwestern Baptist Theological Seminary.

DAN W. PROCTOR (1969), Th.D., Assistant Dean

A.A.,Southwest Baptist College; B.A., Howard Payne College; B.D., Th.D., Southwestern Baptist Theological Seminary.

LAUNITA EYE PROCTOR (1969), M.R.E., M.Ed., Assistant Professor, Health Education, Physical Education

A.A., Kansas City Junior College; B.S., Oklahoma Baptist University; M.R.E., Southwestern Baptist Theological Seminary; M.Ed., Texas Christian University; Additional Study, Appalachian State University.

JAMES HUBERT RASH (1965), M.Ed., Associate Professor, Art

A.A., Wingate College; B.A., Columbia College; M.Ed., Clemson University; Additional Study, Winthrop College, University of South Carolina, Furman University, Appalachian State University, East Tennessee State University; Private Study, Portland Museum Art School, J. L. Settlemeyer, Dayrell Kortheurer, Sculpture (Bronze Casting), Penland School of Crafts.

DONALD EDWARD REED (1966), M.A., Assistant Professor, Geography

A.A., Thornton Junior College; B.A., Augustana College; M.A., University of Iowa; Additional Study, University of Tennessee.

ROBERT LEE REYNOLDS (1971), M.M., Instructor, Music

B.A., Campbellsville College; M.M., University of Kentucky; Additional Study, George Peabody College for Teachers; Florida State University.

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B.S., M.A., Appalachian State University; Ed.D., Indiana University.

JOY YOUNG SANDIFER (1967), M.L.S., Assistant Librarian, Cataloging

B.A., Mississippi College; M.L.S., University of Mississippi; Additional Study, Mississippi College, New Orleans Baptist Theological Seminary, Appalachian State University.

JOHN KENNETH SANFORD (1966), M.A., Assistant Professor, Health Education, Physical Education; Assistant Football Coach

A.A., Gardner-Webb College; B.S., M.A., Western Carolina University.

FLOYD DANIEL SAWYER (1975), B.A., Coordinator of Business Affairs and Business Manager

B.A., Duke University.

DENZIL RALPH SCHOOLCRAFT (1972), Ed.D., Associate Professor, Education

B.Ed., M.Ed., University of Miami; Ed.D., University of Georgia.

VAN CLETUS SCOTT, JR. (1975), A.B., Director of Public Relations

A.B., University of Georgia.

MANUEL ALLEN SETZER (1965) M.A.T., Associate Professor, Spanish

A.B., Lenoir Rhyne College; M.A.T University of North Carolina—Chapel Hill; Additional Study, University of New Mexico, La Universidad Interamericana (Mexico).

THOMAS WAYNE SMITH (1972), B.S., Assistant Director of Admissions

B.S., Gardner-Webb College.

WILLIAM B. STOWE (1965-68; 1969), M.A., Associate Professor, English

B.A., St. Andrews Presbyterian College; M.A., Appalachian State University; Ph.D. Candidate, University of South Carolina.

JAMES KANIPE TAYLOR (1964), M.A., Associate Professor, English

B.A., Carson-Newman College; M.A., Appalachian State University; Additional Study, Indiana University of Pennsylvania; Ph.D. Candidate, Indiana University of Pennsylvania.

JESSE LEE TAYLOR (1965), M.A., Assistant Professor, Social Science
B.S., M.A., Appalachian State University; Additional Study, University of North Carolina—Chapel Hill, University of Missouri, Appalachian State University.

JOHN ZACHARY TAYLOR (1974), M.A., Instructor, Physical Education; Assistant Football Coach
A.A., Gardner-Webb College; B.S., M.A., Western Carolina University.

RONALD LEWIS THOMAS (1975), M.S., Instructor, Biology
B.S., Gardner-Webb College; M.S., Clemson University.

SHIRLEY PUTMAN TONEY (1965), M.Ed., Assistant Director, Nursing; Assistant Professor, Nursing
R.N., North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest University; M.Ed., North Carolina State University; Additional Study, Southwestern Baptist Theological Seminary.

ROBERT LEE TREXLER (1964), M.A., M.Div., Assistant Professor, Religion, Social Science
Gardner-Webb College; B.A., Wake Forest University; B.D., M.Div., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University.

SUSAN SUTTON UPCHURCH (1972), Instructor, Nursing
R.N., B.S.N., East Carolina University.

WILLIAM HARRILL WITHROW, SR. (1969), B.S., Assistant Professor, Political Science, Geography
B.S., U.S. Naval Academy; Ph.D. Candidate, University of North Carolina—Chapel Hill.

ALUMNI ASSOCIATION

Membership—All former students, graduates and non-graduates, are considered members of the Alumni Association.

Meetings—A general business meeting and banquet is held in the spring. Officers and directors have business meetings the third Saturday of the first month of each quarter.

Purpose—The purpose of the Alumni Association is to provide an opportunity for the alumni to express their interest in the College through voluntary service, to organize local chapters, to keep in constant touch with the members of the association, and to promote the welfare of the entire College for the mutual benefit of both the College and the alumni.

Program—In addition to the spring meeting, the general association promotes homecoming in the fall. Chapters have their own meetings according to their desires. The main emphases are communication and fellowship among the Alumni and College Community and support of the College, especially through the Annual Fund (Living Endowment).

Alumnus of the Year—Selection is made by the Board of Trustees of the College. The award is presented by the Chairman of the Board of Trustees in the spring.

Distinguished Service Awards—Selections are made by the Awards Committee of the Alumni Association Board of Directors. Three awards are presented in the spring to individual alumni for:

Service to denomination and church,
Service to community,
Service to Gardner-Webb College.

GARDNER-WEBB COLLEGE

Enrollment 1974-75

	Men	*Women*	*Total*
1974 Summer School	242	225	467
Regular Session			
Seniors	209	135	344
Juniors	172	125	297
Sophomores	195	200	395
Freshmen	323	257	580
Specials	26	41	67
Regular Session Totals	925	758	1683
Grand Total	1167	983	2150

ROSTER OF GRADUATES

August 10, 1974

Associate in Arts

Diane Nelson Young, Nursing ..... Kernersville, N.C.

Bachelor of Science

Wanda Sarratt Allen, Intermediate Education ..... Boiling Springs, N.C.
Joseph Eddie Bennett, Psychology ..... Westfield, N.C.
Peggy Raye Caldwell, Mathematics ..... Cowpens, S.C.
*Frances Shokes Campbell, Business Administration ..... Gaffney, S.C.
Daniel Edward Cody, Health & Physical Education ..... Lenoir, N.C.
Vickie Irene Costner, Data Processing ..... Kings Mountain, N.C.
Brenda Cabaniss Curtis,
Early Childhood Education ..... Boiling Springs, N.C.
Marvin Stewart Hamrick, Psycology ..... Shelby, N.C.
Phillip Bowen Herndon, Data Processing ..... Greensboro, N.C.
Earle Fletcher Kirkland, Business Administration ..... Spartanburg, S.C.
David Wilson Knox, Health & Physical Education ..... Carolina Beach, N.C.
Michael Ray Laughter, Health & Physical Education ..... Icard, N.C.
Catherine Hall Livingston, Early Childhood Education ..... Taylors, S.C.
Jerry Kinard Livingston, Jr., Biology ..... North, S.C.
Carol Joan Long, Business Administration ..... Rutherfordton, N.C.
Kenneth Ray Long, Health & Physical Education ..... Elizabethton, Tenn.
Robert Randall Mace, Biology ..... Greenville, S.C.
Julius Harold Martin, Business Administration ..... Casar, N.C.
Pamela Ann Martin, Early Childhood Education ..... Atlanta, Ga.
David Timothy McIntosh, Health & Physical Education ..... Greenville, S.C.
Deborah Ann McMillan, Early Childhood Education ..... Lenoir, N.C.
*Everette Richard McSwain, Business Administration ..... Shelby, N.C.
Marilyn Cole Moore, Psychology ..... Shelby, N.C.
Evelyn Shillinglaw Morehead, Intermediate Education ..... Shelby, N.C.
*Deborah Dianne Morrison, Early Childhood Education ..... Forest City, N.C.
Steven Phillips Murray, Business Administration ..... Clarksville, Va.
Michael Grady Neas, Health & Physical Education ..... Greenville, S.C.
Gregory Lynn Payseur, Health & Physical Education ..... Cherryville, N.C.
Marvin Michael Pope, Health & Physical Education ..... Monroe, N.C.
Daniel Alan Potts, Intermediate Education ..... Stanley, N.C.
William Counts Scott, Data Processing ..... Greenwood, S.C.
*Nancy Jean Self, Business Administration ..... Gastonia, N.C.
Henry Preston Shiflet, Business Administration ..... Greenville, S.C.
Charles Gene Shillinglaw, Health & Physical Education ..... York, S.C.
Dakyns Brokenbrough Stover, III,
Business Administration ..... Greenville, S.C.
*Martha Raye Surratt, Intermediate Education ..... Boiling Springs, N.C.
Thomas Furman Tapp, Business Administration ..... Greer, S.C.
Michael Phillip Vaughn, Business Administration ..... Greensboro, N.C.
Michael Shuford Wilkinson, Business Administration ..... Greensboro, N.C.
Doris Cline Yoder, Early Childhood Education ..... Lincolnton, N.C.

**Cum Laude*

Bachelor of Arts

Thomas Dwight Baldwin, Social Science ..... Mooresboro, N.C.
Brenda Kay Powell Caldwell, English ..... Mocksville, N.C.
Sanford Henry Fishel, III, Social Science ..... Winston-Salem, N.C.
Clarence Michael Godfrey, History ..... Forest City, N.C.
Max Nyle Jolley, Religion ..... Mayo, S.C.
Patricia Ann Kramer, English ..... Fairmont, N.C.
Michael Edwin Matheny, Music Education ..... Ellenboro, N.C.
Samuel Arnold Metcalf, Social Science ..... Spindale, N.C.
Jack Cathey Moore, II, Social Science ..... Stanley, N.C.
Stewart Vernell Morgan, Social Science ..... Six Mile, S.C.
Timothy Keith Norman, Religion ..... Sylva, N.C.
Michael Dale Philbeck, Religious Education ..... Shelby, N.C.
Marcia Ritchie Reavis, French ..... Salisbury, N.C.
Lawrence Edward Robertson,
Biblical Literature & Languages ..... Forest City, N.C.
James Stephen Sells, Religion ..... Salisbury, N.C.
*Bobby Ray Stafford, Religion ..... Winston-Salem, N.C.
*Patricia Russ Thompson, Social Science ..... Shelby, N.C.
Gregory Michael Thornton, Religion ..... Spindale, N.C.

December 14, 1974

Bachelor of Science

*Joyce Bell Abernethy, Psychology ..... Forest City, N.C.
*Ronnie David Adkins, Data Processing ..... Collinsville, Va.
Patricia Maxwell Archer, Psychology ..... Shelby, N.C.
Charles Wayne Beason, Data Processing ..... Shelby, N.C.
Philip James Bouchard, Intermediate Education ..... Lexington, N.C.
Joseph Lee Brady, Health & Physical Education ..... Bennett, N.C.
Charles O'Neill Casey, Health & Physical Education ..... Enoree, S.C.
Steven Timothy Cherry, Biology ..... Gastonia, N.C.
*Robert Earl Cribb, Mathematics ..... Boiling Springs, N.C.
Dan Austin Dobson, Business Administration ..... Greer, S.C.
Edwin Lewis Ervin, Business Administration ..... Shelby, N.C.
Charles Henry Gaskins, Health & Physical Education ..... Greenville, S.C.
Truett Michael Gray, Business Administration ..... Andrews, N.C.
Barbara Bridges Greene, Early Childhood Education ..... Boiling Springs, N.C.
*Dan Frederick Greer, Mathematics ..... Shelby, N.C.
Carson Matheson Griggs, Health & Physical Education ..... Cheraw, S.C.
Richard Charles Grissom, Health & Physical Education ..... Washington, N.C.
Danny Lawrence Ham, Business Administration ..... Blacksburg, S.C.
William Jethroe Hamilton, Business Administration ..... Rutherfordton, N.C.
Lora Frances Harrison, Early Childhood Education ..... Easley, S.C.
Douglas Terrence Hopper, Business Administration ..... Charlotte, N.C.
Leonard Stewart Houston, Business Administration ..... Winston-Salem, N.C.
Jimmy Byrnes Huskey, Health & Physical Education ..... Chesnee, S.C.
Vickie Dianne Johnson, Early Childhood Education ..... Shelby, N.C.
Winona Marion Jolley, Early Childhood Education ..... Chesnee, S.C.
Robert Gaffney Laney, III, Psychology ..... Shelby, N.C.
Alvin Yat Kay Law, Data Processing ..... Causeway Bay, Hong Kong
Billy Stowe Leonhardt, Health & Physical Education ..... Lincolnton, N.C.
Minnie Lou Lipscomb, Mathematics ..... Gaffney, S.C.

*Cum Laude

Angela Diane Martin, Early Childhood Education	Boone, N.C.
Margo Jolley Matheny, Early Childhood Education	Cliffside, N.C.
John Michael Mattson, Business Administration	Yorktown, Va.
Claude Evan McDowell, Jr., Psychology	Inman, S.C.
Martin Arthur Moseley, III, Biology	Boiling Springs, N.C.
Robert Thomas Mullican, Business Administration	Binghamton, N.Y.
Jane Pressly Parrish, Early Childhood Education	Gaffney, S.C.
Barbara Lynn Puckett, Early Childhood Education	Charlotte, N.C.
Henry James Reeves, Biology	Ellenboro, N.C.
*Gloria Ann Revis, Intermediate Education	Fairfax Station, Va.
Robert Lee Rinehardt, Business Administration	Shelby, N.C.
Cynthia Anne Ruppe, Early Childhood Education	Shelby, N.C.
Lillie Marie Shehan, Intermediate Education	Rutherfordton, N.C.
Raymond Keith Sisk, Mathematics	Forest City, N.C.
Susan Elaine Skidmore, Early Childhood Education	Cornelius, N.C.
Arnold Dean Smith, Health & Physical Education	Forest City, N.C.
Susan Lee Smith, Intermediate Education	Charlotte, N.C.
Michael Smith Stephens, Health & Physical Education	Greer, S.C.
Steve Curry Taylor, Business Administration	Greenville, S.C.
*Ervin Ross Wagner, General Science	Whitmire, S.C.
Brian Leighton Waters, Business Administration	Greensboro, N.C.
*Thomas Dargen Whisnant, II, Business Administration	Shelby, N.C.
Terry Gene Wilder, Business Administration	Perry, Fla.
Barbara Ann Wilson, Early Childhood Education	Sherrills Ford, N.C.

Bachelor of Arts

*Philip Dewey Bailey, Religion	Ellenboro, N.C.
Frank Ray Barger, Jr., History	Hickory, N.C.
*Michael Joseph Barrett, Religion	Roanoke Rapids, N.C.
Harry Gilmore Carter, III, Religious Education	Concord, N.C.
Rick Alan Carter, Music	Granite Falls, N.C.
Barry Allen Dodson, Music Education	Forest City, N.C.
Eugene Mayson Easterling, III, Religion	Gaffney, S.C.
*Marcia Leazer Ellis, French	Gaffney, S.C.
*Deborah Batson Fisher, Religious Education	Easley, S.C.
*Frederick Powell Gillespie, Social Science	Bessemer City, N.C.
Johnny Ray Hall, Religion	Forest City, N.C.
Max Hamilton, Jr., Music Education	Charlotte, N.C.
James Wallace Jernigan, Jr., Religion	Hamlet, N.C.
*Brenda Sue Jones, French	Raleigh, N.C.
Jack Douglas Jordan, Music Education	Taylors, S.C.
Samuel Blair Keeney, Social Science	Spartanburg, S.C.
*George Furman Magill, Religion	Mill Spring, N.C.
James Elbert Maloney, Religion	Gaffney, S.C.
*Nancy Matheny Robbins, History	Forest City, N.C.
*Larry Eugene Mullis, Religion	Charlotte, N.C.
Thomas Enoch Ponder, Social Science	Easley, S.C.
Moddy Raymond Rutledge, III, History	Greenville, S.C.
Grady Jeffrey Shoe, Social Science	Mooresville, N.C.
Larry Joe Thomas, Religion	Wake Forest, N.C.
Larry Bynum Wilson, History	Littleton, N.C.
Martha Page Wright, Spanish	Richmond, Va.

*_Cum Laude_

HONORARY DEGREE

Doctor of Divinity

Gene Lee Watterson

SPECIAL RECOGNITION

Dr. J. Roy Robinson

May 18, 1974

Associate in Arts

†Sandra Rena Christopher, Nursing ..... Lincolnton, N.C.
Gloria Louise Cline, Nursing ..... Lexington, N.C.
Clara Susan Daves, Nursing ..... Asheville, N.C.
Jenny Kiser Davis, Nursing ..... Bessemer City, N.C.
Melissa Lu Flynt, Nursing ..... Kernersville, N.C.
Deborah Kay Gentry, Nursing ..... King, N.C.
Deborah Whitaker Godfrey, Nursing ..... Forest City, N.C.
Sondra Louise Greene, Nursing ..... Forest City, N.C.
†Donna Ware Hall, Nursing ..... Shelby, N.C.
Lynn Ellen Hamrick, Nursing ..... Shelby, N.C.
Toni Crow Heffner, Nursing ..... Earl, N.C.
Sharon Elizabeth Henderson, Nursing ..... Marshall, N.C.
Carol Anne Herdje, Secretarial Science ..... Palatine, Ill.
Alma Annette Highsmith, Nursing ..... Willard, N.C.
Rebecca Annette Hutchins, Nursing ..... Ellenboro, N.C.
Daniel Harris Jolly, Jr., Nursing ..... Shelby, N.C.
Sarah May Krohn, Nursing ..... Salisbury, N.C.
Lisa Sloan Laughter, Nursing ..... Lyman, S.C.
Sherry Gail Loven, Nursing ..... Morganton, N.C.
Marsha Elaine Lynn, Nursing ..... Hildebran, N.C.
Sherry Gordon McAbee, Nursing ..... Gaffney, S.C.
Ruby Morrison Mosteller, Nursing ..... Shelby, N.C.
†Carolyn Adelia Motsinger, Secretarial Science ..... Gastonia, N.C.
Mary Lane Nolen, Secretarial Science ..... Cherryville, N.C.
Voneva Allen Nunn, Nursing ..... Ellenboro, N.C.
Shelia Maxine Orders, Nursing ..... Morganton, N.C.
Cathy Bowling Parker, Nursing ..... Shelby, N.C.
Barbara Louise Payne, Nursing ..... Shelby, N.C.
Nancy Josephine Pechal, Nursing ..... Cary, N.C.
Janice Lynn Perkins, Nursing ..... Forest City, N.C.
Catherine Cornelia Peterson, Nursing ..... Pittsburg, Pa.
†Mary Louise Poe, Nursing ..... Shelby, N.C.
Vivian Ladonnies Riley, Nursing ..... Beatrice, Ala.
Doris Ann Singleton, Nursing ..... Greer, S.C.
Guynell Ellis Smith, Nursing ..... Gaffney, S.C.
Cynthia Lee Tolson, Nursing ..... Thomasville, N.C.
†Melinda Lee Watterson, Nursing ..... Shelby, N.C.
Deborah Wallace Wells, Nursing ..... Teachey, N.C.
Vickie Diane Witherspoon, Nursing ..... Claremont, N.C.

†*Honor Student*

Bachelor of Science

Elizabeth May Abernathy, Early Childhood Education ..... McAdenville, N.C.
Robert Edward Arnold, Business Administration ..... Memphis, Tenn.
Connie Bailey, Early Childhood Education ..... Greenville, S.C.
Ann Baria Baker, Business Administration ..... Charlotte, N.C.
*William Shellem Barkley, Jr., Biology ..... Hickory, N.C.
Nancy Tuttle Barlowe, Early Childhood Education ..... Lenoir, N.C.
Helen Rhumel Barrier, Intermediate Education ..... Concord, N.C.
**Deborah Anne Beasley, Medical Technology ..... Shelby, N.C.
Mary Gwen Biggers, Early Childhood Education ..... Grover, N.C.
*Elsie Reber Blice, Intermediate Education ..... Forest City, N.C.
Roger Eugene Bolds, Psychology ..... Greenville, S.C.
Judy Ann Bowen, Health & Physical Education ..... Shelby, N.C.
*Sandra Cannon Bowers, Early Childhood Education ..... Taylors, S.C.
Romey Forest Bridges, Business Administration ..... Forest City, N.C.
Linda Gilbert Brown, Psychology ..... Forest City, N.C.
Robert McDowell Brown, Jr., Health & Physical Education ..... Drexel, N.C.
*Charles Edwin Burnham, Jr., Biology ..... Lutherville, Md.
Deborah Diane Burns, Health & Physical Education ..... Kings Mountain, N.C.
Robert Lewis Burns, Data Processing ..... Simpsonville, S.C.
***Mary Josephine Byrd, Psychology ..... Lillington, N.C.
Caron Lynn Calvert, Intermediate Education ..... Fayetteville, N.C.
Wallace Reid Carpenter, Jr., Data Processing ..... Rutherfordton, N.C.
Crystal Ann Champion, Early Childhood Education ..... Shelby, N.C.
**Margaret Jong-Hwa Chang, Mathematics ..... Boiling Springs, N.C.
*Elizabeth Crosland Chapman, Early Childhood Education ..... Rutherfordton, N.C.
Talmadge Russell Chapman, Jr., Health & Physical Education ..... Forest City, N.C.
Lee Ramsey Clayton, Data Processing ..... Belmont, N.C.
Miriam Hoyle Cline, Early Childhood Education ..... Lincolnton, N.C.
Charles Homer Cockerham, Jr., Health & Physical Education ..... Jonesville, N.C.
Donna Elaine Cockrell, Intermediate Education ..... Spartanburg, S.C.
Larrie Diane Cooper, Early Childhood Education ..... Union Mills, N.C.
Alan Blaine Curtis, Business Administration ..... Shelby, N.C.
Julian Crocker Davis, Health & Physical Education ..... St. Cloud, Fla.
Robert Lee Decker, Jr., Mathematics ..... Shelby, N.C.
Richard John Dizbon, Intermediate Education ..... Spartanburg, S.C.
David Drewery Dodd, Business Administration ..... Shelby, N.C.
***Christine Self Dukes, Health & Physical Education ..... Casar, N.C.
Dennis Charles Dukes, Health & Physical Education ..... Spindale, N.C.
Valerie Jeanne DuPont, Business Administration ..... Sumter, S.C.
Carroll Fred Edwards, Health & Physical Education ..... Cayce, S.C.
James William Ellis, Health & Physical Education ..... Barium Springs, N.C.
Anthony Augustus Federico, Jr., Psychology ..... Gaffney, S.C.
Suzanne Faires Finger, Psychology ..... Lincolnton, N.C.
*Robert Steven Freeman, Biology ..... Jefferson, N.C.
Daniel Reid Gamble, Business Administration ..... Bessemer City, N.C.
Richard Arthur Gardner, Biology ..... Jefferson, N.C.
William Lawrence Gardner, Business Administration ..... Caroleen, N.C.
***Faith Christine Givens, Medical Technology ..... Bostic, N.C.
Charles William Greene, Health & Physical Education ..... Rutherfordton, N.C.
David Ray Greene, Health & Physical Education ..... Mooresboro, N.C.
***Judy Fox Greene, Biology ..... Mooresboro, N.C.
**Jack Stephen Guthrie, Business Administration ..... Winston-Salem, N.C.
James Richard Hamilton, Psychology ..... Simpsonville, S.C.

**Cum Laude*
***Magna Cum Laude*
****Summa Cum Laude*

David Lee Hancock, Business Administration ..... Wellford, S.C.
***Emalee Susan Hanna, Biology ..... Shelby, N.C.
Keith Eugene Hayes, Business Administration ..... Roebuck, S.C.
James Livingston Hillman, Business Administration ..... Cumberland, Ky.
Paula Elizabeth Hook, Health & Physical Education ..... Greenville, S.C.
George Russell Horne, Jr., Business Administration ..... Forest City, N.C.
Sheila Diane Horne, Psychology ..... Gaffney, S.C.
Ralph Grady Huffman, Jr., Psychology ..... Conover, N.C.
*Alphaeus Agbakulegbum Iruka,
Business Administration ..... Owerri E.C.S., Nigeria
Godfrey Anthony Iula, Jr., Biology ..... Feasterville, Pa.
*Sylvia Smith Johns, Business Administration ..... Cramerton, N.C.
Richard Kenneth Johnson, Business Administration ..... Denton, N.C.
Sharon Marie Johnson, Mathematics ..... Windsor, N.C.
Melissa Annette Jolley, Biology ..... Boiling Springs, N.C.
Alvin Jones, Business Administration ..... Pompano Beach, Fla.
Randall Lee Jones, Business Administration ..... Greenville, S.C.
Ralph Woodrow Justice, Jr., Biology ..... Shelby, N.C.
Martha Ann Keller, Health & Physical Education ..... Kannapolis, N.C.
Dale Marie King, Intermediate Education ..... Spartanburg, S.C.
Jack Douglas King, Business Administration ..... Kings Mountain, N.C.
Lillian Irene Kwetkowski, Intermediate Education ..... Iron Mountain, Mich.
Hal Scott Ledford, Business Administration ..... Shelby, N.C.
**Terry Lee Ledford, Psychology ..... Mooresboro, N.C.
Jody Carrol Lowery, Data Processing ..... Forest City, N.C.
Amy Elizabeth Mauney, Health & Physical Education ..... Shelby, N.C.
Polly Anna McCoy, Early Childhood Education ..... Cove City, N.C.
***James Norfleet McCrimmon, Biology ..... Concord, N.C.
Michael Stephen McDade, Business Administration ..... Spartanburg, S.C.
Norman Hoyle McDaniel, Intermediate Education ..... Ellenboro, N.C.
Cathy Starlene McHenry, Intermediate Education ..... Spartanburg, S.C.
Judith Peery Minchow, Psychology ..... Spartanburg, S.C.
Frank Olive Morehead, Health & Physical Education ..... Shelby, N.C.
Randall Edwin Oliphant, Health & Physical Education ..... Mooresville, N.C.
James Ellison Outen, Business Administration ..... Cheraw, S.C.
Robert Wayne Putnam, General Science ..... Shelby, N.C.
John Alan Roemer, Business Administration ..... Myrtle Beach, S.C.
*Kay Renee Rollins, Psychology ..... Shelby, N.C.
Dana Wayne Ross, Data Processing ..... Shelby, N.C.
*Shirley Tennyson Scruggs, Early Childhood Education ..... Chesnee, S.C.
Johnny Lee Searight, Health & Physical Education ..... Luverne, Ala.
Marie Diane Self, Early Childhood Education ..... Hickory, N.C.
William Wayne Sinclair, Business Administration ..... Inman, S.C.
Robert Dean Sisk, Psychology ..... Forest City, N.C.
Reuben Gregory Taylor, Health & Physical Education ..... Chamblee, Ga.
Lewis Ray Thomas, Business Administration ..... Asheboro, N.C.
Vernon Grover Truesdale, Jr., Biology ..... Greer, S.C.
*Brenda Kay Tucker, Early Childhood Education ..... High Point, N.C.
Michael Richard Turner, Biology ..... Gaffney, S.C.
Michael Leslie Upchurch, Health & Physical Education ..... Charlotte, N.C.
Carl Richard Walker, Business Administration ..... Shelby, N.C.
Mark Wilson Walker, Business Administration ..... Asheboro, N.C.
Daniel Wayne Walter, Mathematics ..... Society Hill, S.C.
***Wanda Blanton Washburn, Intermediate Education ..... Ellenboro, N.C.

Cum Laude
***Magna Cum Laude*
****Summa Cum Laude*

Robert Eugene Williams, Health & Physical Education ..... Towanda, Pa.
Brenda Sue Wilson, Data Processing ..... Sherrills Ford, N.C.
Rebecca Spencer Wilson, Early Childhood Education ..... Forest City, N.C.
Cynthia Alexander Wood, Intermediate Education ..... Kings Mountain, N.C.

Bachelor of Arts

David Ronald Allen, Social Science ..... Kings Mountain, N.C.
Ronald Dennis Arndt, Religion ..... Newton, N.C.
Suzanne Bahakel, Social Science ..... Matthews, N.C.
Terry Maston Barnes, Religious Education ..... Granite Falls, N.C.
*Johnny Eugene Barnhardt, Biblical Literature & Languages ..... Kannapolis, N.C.
Stewart Gordon Barnhill, Religious Education ..... Gastonia, N.C.
***Janie Elaine Barton, Religious Education ..... Rutherfordton, N.C.
Elizabeth Anne Baxter, Religious Education ..... Denmark, S.C.
*David Herman Best, Religious Education ..... Shelby, N.C.
Marilyn Williamson Black, Social Science ..... Charlotte, N.C.
Karen Keith Blanton, Religious Education ..... Spartanburg, S.C.
Brenda Dianne Bridges, Religious Education ..... Lawndale, N.C.
Danny Ray Bridges, Religious Education ..... Gastonia, N.C.
Grady Butler Bumgarner, Religion ..... Hudson, N.C.
Paul Edward Burgess, Religion ..... North Wilkesboro, N.C.
Theodore Douglas Byers, Music ..... Kings Mountain, N.C.
Phillip Craig Campbell, Music Education ..... Gastonia, N.C.
Wofford Boswell Caughman, Jr., Religion ..... Dalzell, S.C.
Elizabeth Kay Causby, Religious Education ..... Dallas, N.C.
*Melanie Johnston Cook, Music Education ..... Gaffney, S.C.
Vickie Lynn Cook, Social Science ..... Pacolet, S.C.
*Carrol Forrest Davis, Religious Education ..... Morganton, N.C.
John William Dougan, English ..... Bessemer City, N.C.
Charles Edward Dyke, Religious Education ..... Gaffney, S.C.
Joe Ronald Edwards, Religion ..... Shelby, N.C.
**Martha Green Edwards, Social Science ..... Shelby, N.C.
Brenda Kaye Evans, Religious Education ..... Hildebran, N.C.
Ricky Thomas Fisher, Religion ..... Sylva, N.C.
Larry Bradford Fulk, Music ..... Pfafftown, N.C.
Oberra Rose Gardin, Religious Education ..... Hendersonville, N.C.
Randy Cecil Gardner, Religion ..... Gaffney, S.C.
Margaret Bridges Green, Music ..... Rutherford College, N.C.
Marvin Ceton Green,
Biblical Literature & Languages ..... Rutherford College, N.C.
John Preston Grimsely, Jr., Religion ..... Lake City, S.C.
Joseph Harvey Harrill, Social Science ..... Gastonia, N.C.
Virginia Hope Hathcock, Music Education ..... Charlotte, N.C.
*Rachel Virginia Hedrick, Social Science ..... Boiling Springs, N.C.
Benjamin Lester Holland, Social Science ..... Spartanburg, S.C.
Otis Lea Hollar, II, Social Science ..... Hickory, N.C.
*Ursula Katherina Hunt, French ..... Rutherfordton, N.C.
*Russell Neal Jenkins, Jr.
Biblical Literature & Languages ..... Baltimore, Md.
Larry David Johnson, Religion ..... Asheville, N.C.
Robert Reid Jones, III, Church Music ..... Forest City, N.C.
David Lewis Laws, Religious Education ..... Durham, N.C.
**Judy Faye Ledford, English ..... Mooresboro, N.C.

**Cum Laude*
***Magna Cum Laude*
****Summa Cum Laude*

David Loyd Levi, Religion	Gaffney, S.C.
Vicki Chyrl Littlejohn, Social Science	Gaffney, S.C.
Michael Julian Lopez, Religious Education	Tallahassee, Fla.
**William Ronald McAfee, Biblical Literature & Languages	Smyrna, S.C.
**Peggy Catherine Messick, Social Science	Salisbury, N.C.
Lenora Diane Morris, Social Science	Salisbury, N.C.
*Claire Heasley Newton, English	Shelby, N.C.
*Roger Eugene Nix, Biblical Literature & Languages	Hudson, N.C.
Edward June Osborne, Religion	Charlotte, N.C.
David Shook Padgett, Church Music	Statesville, N.C.
Elizabeth Bland Paige, Religious Education	Cherryville, N.C.
***Robert Thad Parsons, Jr., Biblical Literature & Languages	Arden, N.C.
Katherine Ann Plemmons, Spanish	Gaffney, S.C.
Robert Junior Plummer, Religion	Madison, N.C.
Mary Jean Pridgen, Religious Education	Rocky Mount, N.C.
Douglas Arnold Puckett, Biblical Literature & Languages	Stoneville, N.C.
Kenneth Ray Reid, Religion	Charlotte, N.C.
*Clement Jeyaneson Richards, English	Colombo, Ceylon
**Dicy Smith Ritchie, Music	Salisbury, N.C.
Gary Linn Robinson, History	Charlotte, N.C.
Edwin Fisher Sansbury, Religion	Hartsville, S.C.
*Kathryn Cassidy Sansbury, History	Hartsville, S.C.
**Elfreida Scruggs, Religious Education	Forest City, N.C.
*Jane Gregg Shooter, Religious Education	Rowland, N.C.
Joan Loreta Sides, Music Education	Tabor City, N.C.
Kenneth Wayne Simpson, Biblical Literature & Languages	Concord, N.C.
**Nancy Virginia Spangler, Music	Shelby, N.C.
Richard Thomas Swanner, Social Science	Albemarle, N.C.
Robert Morgan Taylor, Church Music	Asheville, N.C.
Denise Francis Tom, Spanish	Managua, Nicaragua
Richard Francis Walters, Social Science	Roanoke, Va.
Gerri Ann Ward, English	Winston-Salem, N.C.
Billy Lay Warnock, Social Science	Auburndale, Fla.
Wanda Anne Watson, English	Forest City, N.C.
Mary Cecile Wells, Religious Education	Leicester, N.C.
Marion Cox White, Religious Education	Apex, N.C.
*Paul James White, Biblical Literature & Languages	Morrisville, N.C.
Tommy Lee White, Social Science	Bessemer City N.C.
Gerald Leon Whitley, Religion	Monroe, N.C.
Wayne David Wike, Religion	Charlotte, N.C.
Shelia Rena Wray, Social Science	Lawndale, N.C.

*Cum Laude
**Magna Cum Laude
***Summa Cum Laude

SUMMARY OF GRADUATES, May 18, 1975

	Men	*Women*	*Total*
Associate in Arts	1	38	39
Bachelor of Science	63	47	110
Bachelor of Arts	49	37	86
	113	122	235

SPECIAL RECOGNITIONS

Dr. Charles Wright Cox
Mrs. Nettie Rayle Gidney

AWARDS

Huggins Citizenship Medal — William Shellem Barkley, Jr.
Curtis Citizenship Medal — Mary Jo Byrd
Senior Scholastic Achievement — Mary Jo Byrd
Junior Scholastic Achievement — Betty Watkins Bridges
Sophomore Scholastic Achievement — Sarah Louise Ormand
Freshman Scholastic Achievement — Shelley Young Greene

INDEX — GARDNER-WEBB COLLEGE

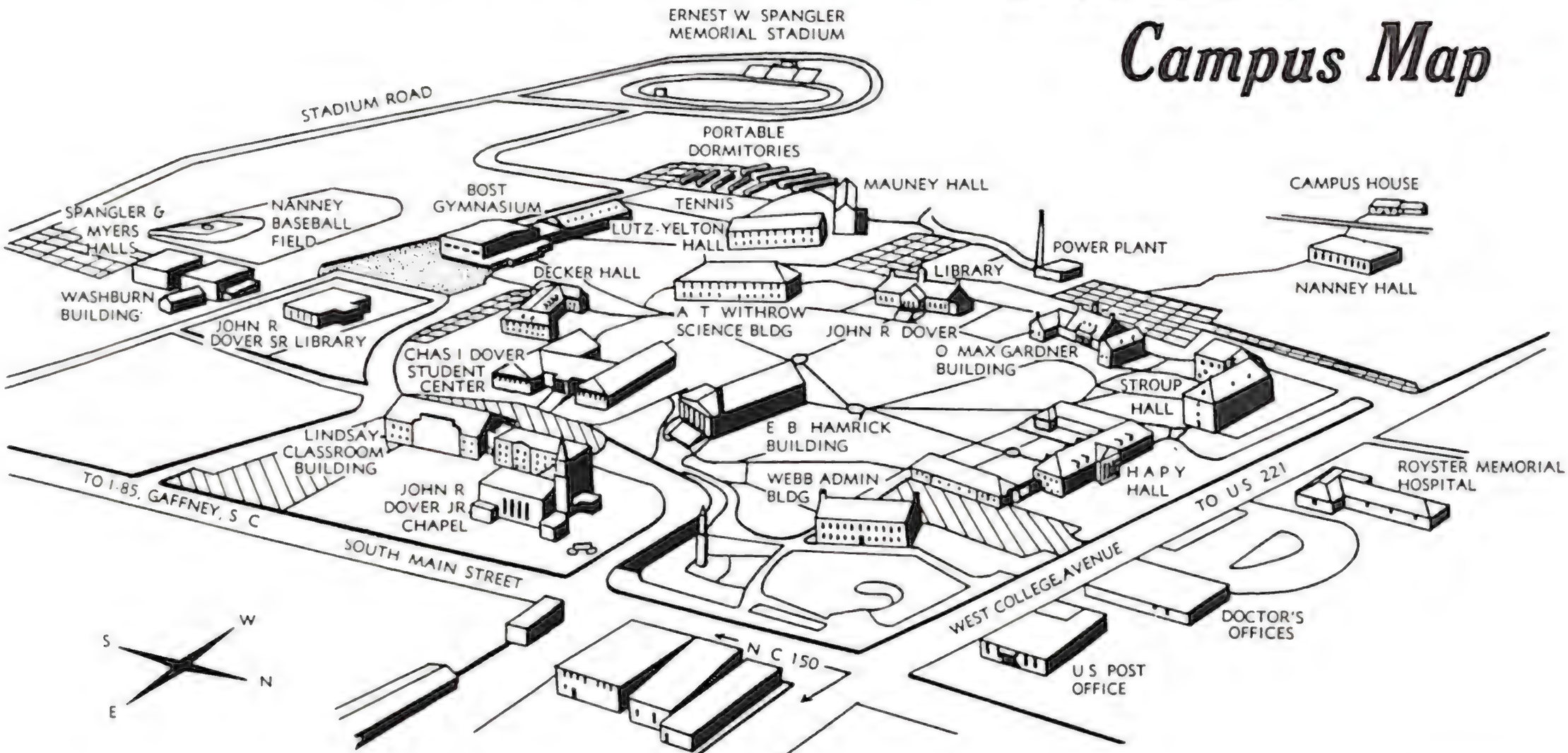
Academic Calendar/135
Academic Information/46
Accreditation/19
Administration/141
Admissions/24
Alumni Association/152
Aramaic/102
Art/91
Associate Degree Program/130
Athletic Program/9
Attendance Regulations/51
Baccalaureate Program/59
Biology/69
Board of Trustees/139
Buildings/13, 21
Business Administration/75
Business Education/77
Chemistry/70
Committees/140
Data Processing/77
Departments of Instruction/59
Economics/79
Education/80
English/85
Expenses/31
Faculty/144
Financial Information/30
Financial Aid/33
Fine Arts/89
French/102
General Information/18
Geology/70
Geography/126
German/103
Grading System/54
Graduation Requirements/57
Greek/103
Guidance and Counseling/10
Health Education/109
Hebrew/103
History/127
History of the College/19
Housing Regulations/11
Latin/103
Library/23
Mathematics/112
Medical Technology/133
Music/92
Nursing/130
Philosophy/124
Physical Education/107
Physics/114
Political Science/128
Psychology/114
Purpose of the College/19
Religious Activities/8
Religion/121
Religious Education/123
Retention Requirements/55
Roster of Graduates/153
Scholarships, Loan Funds/35
Science Education/71
Sociology/129
Spanish/104
Speech/99
Student Life/4
Student Services/10
Theatre Arts/98
Withdrawal/50

The College reserves the right to make necessary changes without further notice.

GARDNER-WEBB COLLEGE

BOILING SPRINGS, N. C. 28017

Campus Map

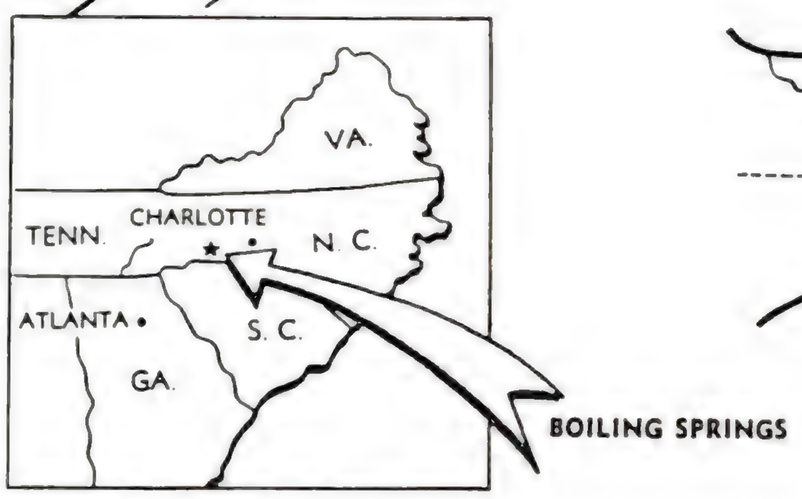


A – Faculty & Staff

B – Day Students

C – Dorm Students

D – Visitors





Asheville	70
Atlanta, Ga.	200
Charlotte	50
Columbia, S. C.	120
Forest City	15
Gaffney, S. C.	15
Gastonia	30
Greenville, S. C.	70
Hickory	40
Lincolnton	25
Morganton	43
Rutherfordton	20
Shelby	9
Spartanburg, S. C.	35

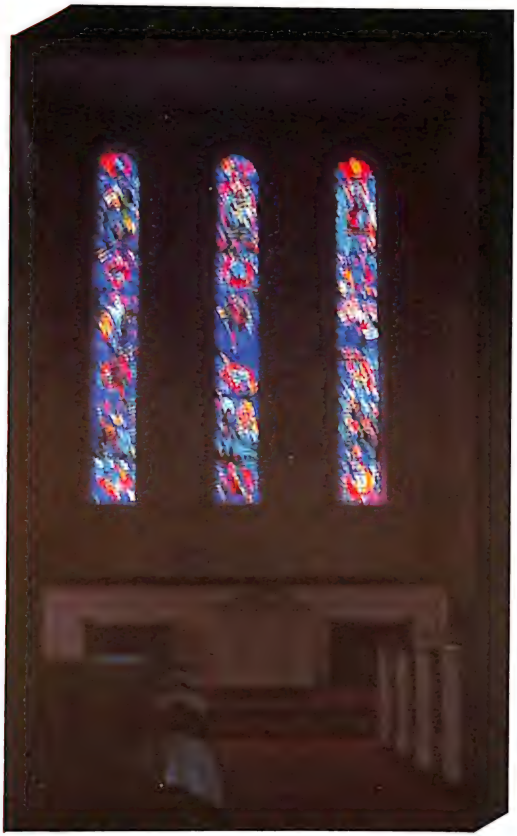


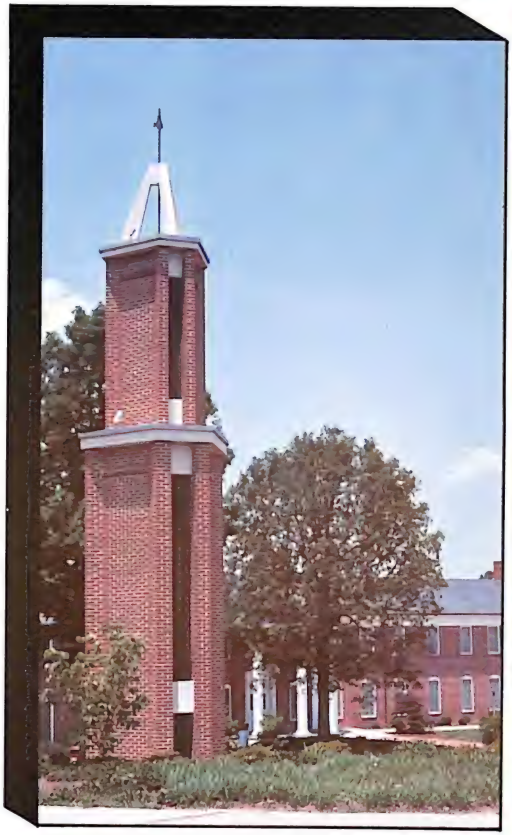
Gardner-Webb College

Boiling Springs,
North Carolina 28017
Telephone No. 704-434-2361









Gardner-Webb College

Catalog 1976-1977

CONTENTS

4/ Student Life
18/ General Information
24/ Admissions
30/ Financial Information
46/ Academic Information
135/ Calendar
138/ Registry

The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice.

Gardner-Webb College

CATALOG 1976-1977



Boiling Springs,
North Carolina 28017
Telephone No. 704-434-2361





Gardner-Webb College

BOILING SPRINGS, NORTH CAROLINA 28017

FOUNDED 1905

OFFICE OF THE PRESIDENT

Dear Friend:

Gardner-Webb College is a unique school. It is a Baptist College that operates on the Free Enterprise System. That means it is not supported by tax monies. The most important source of support is prayer. Thousands of Baptist Christians and other Christians are praying for the College. The Baptists also support Gardner-Webb College through the Cooperative Program monies.

The students of Gardner-Webb College are mature people. They have a deep and abiding love for the school. They, along with the faculty, the staff, the administration, and the Boards, are the College. People are more important than buildings, equipment, or degrees.

As you enter Gardner-Webb College you will be encouraged to seek God's will for your life. You will also be inspired to give one hundred percent to your calling. When you discover God's will for your life and give that calling the best you have, you will find fulfillment and peace.

"Let everyone be sure that he is doing his best, for then he will have the personal satisfaction of work well done, and won't need to compare himself with someone else." Galatians 6:4. (Living Bible)

Sincerely,

E. Eugene Poston

E. Eugene Poston
President

ng

STUDENT LIFE



STUDENT LIFE

Campus life at Gardner-Webb College contributes to the avowed purpose of developing self-determining students who will follow the Christian way of life in their chosen vocations.

The Gardner-Webb student is involved with and is able to participate in any number of special activities outside the classroom. Extra-curricular clubs and organizations are an important facet of campus life. The college administration believes that diversified collegiate activities are necessary for a complete and well-rounded education. The spirit of the administration, therefore, is one of encouragement, with a view to making each activity contribute its utmost toward the growth and development of the individual.

The Gardner-Webb Student Handbook contains information regarding student government, rules and regulations, social life, campus organizations, dormitory regulations, laundry services, and other matters pertaining to college activities.

In general, all students at Gardner-Webb are assumed to possess the maturity, integrity, concern, interest, and responsibility needed to conduct themselves as ladies and gentlemen, with due regard for the feelings and rights of others.

Student Participation in Governance

Student Government Association (SGA): The Student Government Association of Gardner-Webb College includes in its membership all students of the college. The major branches of the SGA are the Student Senate, the Executive Body, and the College Judicial Council. The duties and responsibilities are contained within the SGA Constitution and Bylaws. The SGA promotes the general welfare of the student body, encourages extracurricular activities, and supports all campus social and service projects and campus elections.

The College Judicial Council is largely responsible for citizenship in the college community and for student discipline, campus code violations, and appeals from lesser judicial bodies. All disciplinary cases resulting in suspension or expulsion will be finally heard by the Executive Committee of the college.

The college administration in extending the rights and responsibilities of student government to the student body also makes it accountable for these responsibilities. Should the student government fail to exercise mature, responsible leadership, all or any part of this privilege would be withdrawn.

Association of Women Students (AWS): AWS is made up of all women students. AWS is responsible for initiating and directing all activities related to the interests and welfare of women students. Each residence hall for women has an organized hall council directly related to AWS.

House Councils: House Councils are made up of all men students and are responsible for initiating and directing all activities related to the interests and welfare of men students. Each residence hall for men has a president, vice-president, and secretary-treasurer.

Campus Code

The following Code of Conduct is an official part of Gardner-Webb College. Students who enroll at Gardner-Webb are agreeing through matriculation, to abide by this Code. The Trustees have voted that the following things will not be tolerated at Gardner-Webb and will result in disciplinary action and may result in suspension according to the seriousness of the violation.

1. *Dishonesty* — such as cheating, plagiarism, forgery, or knowingly furnishing false information.
2. *Theft* — theft or damage to property of Gardner-Webb College or a member of the college community.
3. *Immorality* — engaging in lewd, obscene or offensive behavior, speech, or writing.
4. *Drinking or possession of alcoholic beverages and/or use or possession of drugs* on campus or at college-related functions.
5. *Gambling* — in all forms.
6. *Hazing* — Hazing is prohibited by North Carolina Statute: 14-35. "Hazing: definition and punishment — It shall be unlawful for any student in any college or school in this State to engage in what is known as hazing, or to aid or abet any other student in the commission of this offense. For the purpose of this section, hazing is defined as follows: 'to annoy any student by playing abusive or ridiculous tricks upon him, to frighten, scold, beat or harass him, or to subject him to personal indignity.' Any violation of this section will constitute a misdemeanor."
7. *Unkempt appearance*
   Men — appropriately dressed at all times with hair neat, clean, well-styled and above the collar; moderate AFRO; no beards, *Women* — neatly and appropriately dressed and in keeping with the campus dress code.
8. *Demonstrations, riots, or disruptive behavior* which interferes with the purpose of the college.
9. *Disrespectful and/or insubordinate behavior.* Failure to respond to an official notice from an administrator, faculty, or SGA will be considered insubordinate behavior.
10. *The use, possession, or distribution on campus of firearms, explosives, fireworks, or knives* of unlawful length.

NOTE: All cases resulting in suspension or dismissal are to be reviewed by the Executive Committee of the college.

Organizations and Activities

Recognizing that active participation in student activities is a significant part of a student's total educational experience at Gardner-Webb College, many clubs and organizations offer opportunities of a varied nature so as to provide a well-rounded program to meet the needs of our student body. All clubs and organizations are faculty sponsored.

No secret societies are allowed among the students, and no organization is permitted unless approved as indicated below.

Interclub Council (ICC): ICC coordinates organizations on the Gardner-Webb campus. Any group planning to organize a new club or organization must follow the steps and policies governing the forming and affiliation of an organization. Various forms are acquired from the office of the Director of Student Activities. Clubs and organizations pertain to student life, academic disciplines, and religious, honor, or special services.





Religious Activities

The college assumes that each person will find his place in the religious life of the campus and community without coercion except through the inner urging of his own soul. It is recommended that students affiliate with and become active in a local church. Campus religious activities are a part of total college life and provide opportunities for Christian growth and first time commitment.

Weekly required chapel provides an opportunity for the entire student body to be together, contributing to the distinctly different quality of life at Gardner-Webb. Programs feature outstanding personalities who have distinct contributions to make to the intellectual, cultural, and spiritual life of the student body.

A religious emphasis week is held each semester. Persons competent in their fields not only lead group activities but meet students on a person-to-person basis during the week.

The Campus Minister and Baptist Student Union Director are on the college staff to minister to spiritual needs and coordinate religious activities. The Baptist Student Union and other denominational groups provide the framework for religious meetings and activities.

Student Center Board

The Student Center program is governed by the Student Center Board. The purpose of the Student Center Board is to expand and to coordinate the social, cultural, recreational, and educational opportunities of the Student Center program for the members of the Gardner-Webb College community. The popular artists, coffeehouse, recreational, film, publicity, cultural, and arts and crafts committees are standing committees of the Student Center Board.

Publications

"The Web", the college yearbook, "The Pilot", the student newspaper, the Student Handbook, and "Reflections" are publications edited by the students of the college. The staff of each is a selected group of men and women with a faculty advisor. "The Web", the monthly alumni publication, is distributed to alumni and other contributing friends.

Athletics

INTERCOLLEGIATE

The college is a member of the National Association of Intercollegiate Athletics and has intercollegiate teams in football, basketball, baseball, track, tennis, and golf. Students are given ample opportunity to try out for these teams.

INTRAMURAL

A full staff of qualified coaches and physical education professors work diligently to provide the type of athletic program that will benefit the student as he prepares for a full life after graduation from the college.

The purpose of the Intramural Program is to provide an opportunity for each student to participate in athletic competition—in a team, dual, or individual activity—of his or her choice. A wide variety of sports and activities is offered.



STUDENT SERVICES

Orientation

Orientation for all freshmen and transfer students begins with a worship service on Sunday with President E. Eugene Poston bringing the welcome message. The parents of all new students are invited and encouraged to attend this service. Later in the day, special attention is given to a Parents' Orientation period and the Student Government Association-Parents' Association Reception. Monday of orientation week is devoted to a general convocation and general testing. Tuesday's schedule includes academic sessions, registration, and picture taking. The SGA is in charge of Wednesday with its orientation periods. Various social activities are planned for the late afternoon and early evening hours during the week. Classes begin for all students on Thursday.

No student has completed his registration until he has met the requirements outlined in the orientation and testing schedule.

Guidance and Counseling

Personal attention to the needs of the individual student has long been a hallmark of Gardner-Webb College. Guidance and counseling is the principal responsibility of three offices — those of the Director of Counseling, the College Minister, and the Assistant Dean.

Gardner-Webb's commitment to the personal growth and development of each student is expressed through all aspects of campus life, but nowhere is that commitment more strongly felt than in the Office of Counseling Services. It is the purpose of this office to assist the student in making the best possible adjustment to college life and in preparing for future adjustments. The services provided by this office are: personal counseling on a confidential basis, residence hall and campus-wide discussion groups, workshops, personal growth groups, etc.

The Director of Counseling is available to assist the student in solving personal and social problems, overcoming emotional difficulties, finding solutions to marital or premarital problems, and in making vocational decisions.

Although most students who seek help refer themselves to the counseling office, on-campus counseling often originates from talks between a student and an interested professor. If the professor feels that the problems need professional attention, he will suggest that the student see the Director of Counseling. Should a situation warrant, a referral will be made to an off-campus counselor by the Director of Counseling.

The College Minister is pastor to the Gardner-Webb College family. He is available to each student, offering those services normally provided by a local pastor. His ministry is to the whole person with emphasis on the spiritual and religious aspects of campus and personal life.

Academic counseling is the responsibility of the Assistant Dean, working through the faculty. Individual guidance is provided for each student by a faculty adviser. At the beginning of the school year every student is assigned to an adviser on the basis of his academic and vocational interests and personal compatability. The adviser meets with his assigned students in group sessions and in individual conferences. The student is advised concerning his program of study and may discuss his vocational plans and personal problems with his adviser if he desires. The faculty adviser may become a friend with whom the student may share his problems in every area of life in confidence.

The Assistant Dean is also responsible for the various testing programs of the college, including the battery of orientation tests required of all freshmen. All test results are treated in a confidential manner.

Housing Regulations

1. All students of Gardner-Webb must meet the requirements of the college housing policy.
2. All students accepted for admission or readmission to Gardner-Webb must make a reservation deposit of $100 for boarding students and $50 for day students prior to the established deadline date for students entering the college for a given semester.
3. All college-owned and operated housing space must be assigned before eligible boarding students may be assigned to off-campus college-approved housing.
4. All unmarried students, including students divorced or separated, must live in the college dormitories, college-approved private housing, or in the homes of their parents or other close relatives.
5. All unmarried students, including students divorced or separated, cannot live in houses, apartments, house trailers, or other portable housing units, except as provided for in Number 4.
6. All unmarried students, including students divorced or separated, living in approved private housing in Boiling Springs are classified as boarding students and must purchase a meal plan, and are subject to the same regulations as dormitory students.
7. All unmarried students, including students divorced or separated, living in college-approved private housing in Shelby or nearby communities, may be considered as day students and are not required to purchase a meal plan.

8. All housing assignments for unmarried students, including students divorced or separated, must be cleared and approved through the proper office at the college.

9. All married students living with their spouses may live in their own homes, their parents' homes, rented or leased houses, apartments, house trailers, or other portable housing units, and may be classified as day students and are not required to purchase a meal plan.

10. All married students whose spouses do not accompany them to the campus will be required to live in college-approved housing as required of unmarried students.

11. Any student violating this housing policy or any part of it will be subject to suspension.

12. The college reserves the right to inspect all college-approved housing units.

13. The college reserves the right to make room assignments in the interest of all persons concerned and reserves the right to cancel any assignment in the interest of order, health, discipline, or other urgent reasons.

14. Exceptions, if any, to these Housing Regulations will be made by the Housing Committee. The student must make a written request to the Housing Committee for consideration for an exception.

Students are expected to preserve good order in the buildings and on the campus and to pay for any damage for which they are responsible.

Regular inspections are made of all rooms. Students who do not conform to regulations for neatness and order may be subject to disciplinary action and/or a fine.

Residence halls will open prior to the first day of registration of each semester. They will be closed at noon on the first day of the Christmas holidays and will reopen at noon on the last day of the Christmas holidays. The residence halls will close at noon the day after Commencement Day. Students who arrive before or remain after designated time will be charged an extra fee of $1.00 per day.

ROOM ASSIGNMENTS: Room assignments and reassignments are made through the Director of Men's/Women's Services. Every effort is made to notify freshmen of their residence hall and roommate well in advance. Upperclassmen have the opportunity near the end of each semester to make requests for rooms. The Director of Men's/Women's Services reserves the right to make room changes at any time when such changes may be necessary.

KEY DEPOSIT: A key deposit of $5.00 will be made when a room key is issued by the Residence Hall Director. The deposit will be refunded when the key is returned to the Residence Hall Director who issued it. It is most important that keys be returned when giving up a room. Lost keys may be replaced through the Director of Men's/Women's Services for $5.00.

Residential Buildings

HOUSING FOR WOMEN

James Webb Gardner Memorial Dormitory (Decker Hall): This three-story structure completed in the fall of 1948 at a cost of $230,000 is fireproof and furnishes attractive accommodations for 140 women. It is named in honor of the son of the late Mr. and Mrs. O. Max Gardner, Sr.

Hoey-Anthony-Padgett-Young Dormitory: The central section of this dormitory was constructed in 1946. The wings were added in 1948 to form an open quadrangle. The buildings were named by the Trustees as follows: The Suttle Dormitory is the east wing of the quadrangle, named in honor of the late Reverend John W. Suttle of Shelby, and the McMurry Dormitory is the west wing, named in honor of the late A. W. McMurry of Shelby. Hoey-Anthony Dormitory is the first floor of the central building, named in honor of the late Senator Clyde R. Hoey and in memory of his wife, Bess Gardner Hoey of Shelby, and in memory of J. A. Anthony and his wife, Ollie Gardner Anthony of Shelby. The Padgett-Young Dormitory is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King Padgett of Forest City, and in memory of Dr. Guilford Young and his wife, Florence Jackson Young of Forest City. This building has been remodeled to accommodate young women.

Stroup Dormitory: First used during the 1956-57 school year, the Stroup Dormitory provides living space for 100 women. It is a three-story, fireproof, brick structure, with adequate parlors, reading rooms, recreation areas, kitchenette, and laundry room. It is named in honor of Mrs. Mae Cline Stroup, a benefactor of the college, and in memory of her husband, Rush Stroup.

Nanney Hall: Completed in 1967, this residence houses 64 women students. It is a two-story solid masonry building equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. The building has a fully furnished lounge adjacent to a two-room furnished apartment for the director. Nanney Hall is named in honor of C. P. and Irene Nanney of Gastonia, an unassuming and generous couple who have done much for the youth of this state and other parts of the world.

The Campus House: This brick veneer building was obtained for student housing in 1968. An addition was made in 1974 to allow accommodations for 40 women.

HOUSING FOR MEN

Lutz-Yelton Hall: This three and one-half story solid masonry building is designed to house 100 men. Each room is equipped with individual thermostats to control heat. This impressive building, completed in 1963, occupies a prominent position on a sloping hill adjacent to the physical education facilities and across the circle from the Withrow Science Building. The building is named in honor of the Lutz-Yelton Companies of Shelby and their stockholders.



Mauney Hall: This four story solid masonry building was completed in August of 1965. It is equipped with individual thermostats to control heat and houses 112 men. It is located adjacent to Lutz-Yelton Hall and across the road from the spring from which the town derives its name. This building is named in honor of Mr. and Mrs. W. K. Mauney, Sr. and in memory of Mr. and Mrs. D. C. Mauney of Kings Mountain.

Myers Hall: Named in honor of Mr. Albert G. Myers, Sr. of Gastonia, banking and textile industrialist and friend of the college, the building was completed in 1967. This residence houses 64 men. A two story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. It has a fully furnished lounge, adjacent to which is a two-room furnished apartment for the counselor.

R. Patrick Spangler Hall: This residence houses 96 male students adjacent to Myers Hall, and was constructed in 1968. A three story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. Spangler Hall is named in honor of Mr. R. Patrick Spangler of Shelby. Mr. Spangler is a friend and benefactor of the college and has served as national chairman of two of Gardner-Webb's capital gifts campaigns.

Mobile Dormitories: The college has fifteen mobile units which house eight men each. They are centrally located, allowing easy access to all areas of campus life. These facilities are air-conditioned and electrically heated, and the rooms are comfortably furnished. Each unit consists of four rooms and two baths.

OTHER HOUSING

The college owns five duplex apartments and fourteen trailers which may be used as needed by faculty or students. The college also owns ten residences occupied by faculty and student families.

Food

ARA Food Services Company of Atlanta, Georgia, a division of ARA Services Inc. of Philadelphia, Pennsylvania, is the catering service contracted by Gardner-Webb College for cafeteria service. The cafeteria is located in the Charles I. Dover Campus Center. The cafeteria offers attractive and well balanced meals at moderate prices during the two semesters and summer sessions of the school. It is mandatory that all boarding students purchase a meal ticket at the first of each semester. Two alternate plans are offered; a seven day meal ticket providing 21 meals per week and a five day meal ticket providing 15 meals per week. There are also casual rates offered for day students.

Health

Gardner-Webb College through its relationship with Royster Memorial Hospital and the Doctors' Building, which are located adjacent to the campus, provides a constructive health program for every student.

The physicians and nurses associated with this health service have daily office hours for students. Physical examinations are given when required and remedial programs suggested.

The hospital facilities serve as an infirmary for students who have minor illnesses or injuries. Emergency cases are received at any time. A charge of $2.00 per visit is made during hours regularly scheduled for Gardner-Webb students. Services of other medical personnel and prescription medicines are the financial responsibility of the student. Students with special problems are referred to specialists in Shelby or their family physicians.

A thorough medical examination is required of all new students. All candidates for intercollegiate teams are examined carefully before being allowed to participate.

Insurance Program

Each enrolled student is covered with accident insurance. This coverage will protect the student 24 hours a day and is in effect for 12 months. Students have the option to purchase hospitalization coverage for sickness. For further details, contact the Business Office.

Bookstore

The Bookstore handles all the books needed by students for their courses of study, and other student needs such as cosmetics, jewelry and sundry items are available.

Mail Service

The college operates a branch post office for the delivery of U. S. Mail and intracampus messages. Each boarding student is assigned a campus post office box on a permanent basis. This assignment is his campus address as long as he is a continuing student. This service is the primary means by which the college communicates with the student.

Laundry and Dry Cleaning

Modern dry cleaning plants and a self-service laundry near the campus serve the needs of the students. All residence halls have coin operated washing machines and dryers.





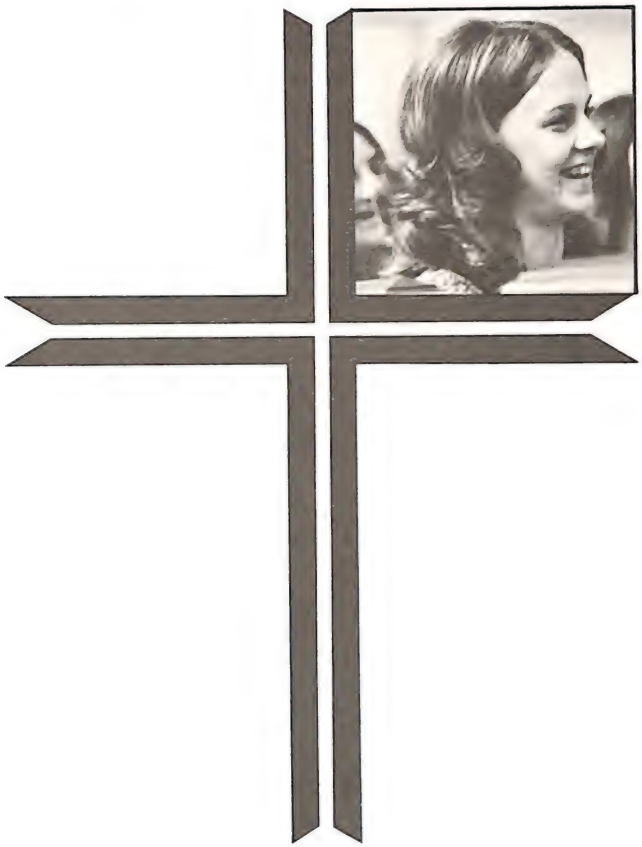
Placement Service

The Placement Office is located in the Charles I. Dover Campus Center. Student work on and off campus is handled through this office.

The Placement Office seeks to assist members of the graduating class as well as former students in obtaining positions in their chosen fields. Students who are selecting their future occupations and who need assistance in relating their courses of study to these occupations are invited to visit the office for consultation.

These services are available without cost and do not end when the graduate has been placed the first time. Those interested are advised to keep the Placement Office informed of their plans and professional preferences by filing placement forms with the office.

GENERAL INFORMATION



Introducing Gardner-Webb College

PURPOSE. The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice. This overarching purpose is implemented through the pursuit of four goals:

1. Providing a liberal arts orientation for all students and offering complete programs of study in the liberal arts to those who desire them.
2. Offering students specialized professional and pre-professional preparation in selected areas.
3. Identifying and serving the educational, spiritual, recreational, cultural, social, and economic needs of its students and others in the surrounding area.
4. Fostering those social, cultural, and ethical standards generally supported by evangelical Christianity (which emphasizes salvation by faith in the atoning death of Jesus Christ through personal conversion, the authority of the Scripture, the proclamation of the Gospel, and personal commitment to Christ).

NATURE. Gardner-Webb College is a Christian liberal arts college, owned and operated by the Baptist State Convention of North Carolina. It is of moderate size with a good student to faculty ratio. Campus life is characterized by friendliness and genuine concern for the individual student.

ACCREDITATION. Gardner-Webb is a fully accredited member of the Southern Association of Colleges and Schools and the North Carolina Association of Colleges and Universities. It is also accredited by the National League for Nursing and the North Carolina Board of Higher Education, and is authorized by the immigration authorities of the United States for the training of foreign students.

HISTORY. On December 2, 1905, The Boiling Springs High School, Incorporated, was chartered. The idea for this school was conceived by the Kings Mountain Baptist Association in 1903. This group was joined by the Sandy Run Association in the founding of the high school which was to become Boiling Springs Junior College in 1928.

The name was changed to Gardner-Webb College in 1942, in honor of Governor O. Max Gardner, his wife, Mrs. Fay Webb Gardner, and their families. The governor had taken great interest in the college and devoted much of his energies, time, and wealth to guiding and strengthening it.

The tenure of President Philip Lovin Elliott began in 1943, and was marked by the college's being admitted into the Baptist family of colleges of North Carolina and its accreditation by the Southern Association of Colleges and Schools in 1948.

Dr. E. Eugene Poston was elected to head the college in 1961 and announced The Decade of Advance, 1961-1971. At the close of that ten-year period the college had reached virtually every goal proposed in 1961, and is now a fully accredited senior college.

Presidents

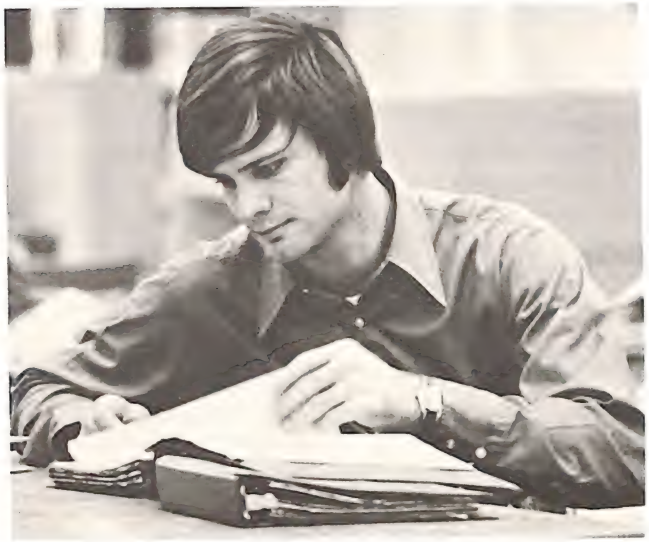
James Blaine Davis	1928-30
Zeno Wall	1930-32
James L. Jenkins	1932-35
A. C. Lovelace	1935-36
George J. Burnett	1936-39
J. R. Cantrell	1939-43
Philip Lovin Elliott	1943-61
E. Eugene Poston	1961-

LOCATION. Gardner-Webb is located in the Piedmont section of western North Carolina, one of the most beautiful and rapidly developing areas of our nation. Both Boiling Springs, the home of the college, and Shelby, a city of 17,000 which is seven miles to the east, are experiencing this growth and development. The college is easily accessible, being located on N.C. 150 and only 3 miles from U.S. 74 and 13 miles from Interstate 85. Charlotte, the largest city in the Carolinas, is about 50 miles east of Boiling Springs.

CAMPUS. A tract of one hundred thirty-seven acres has been used from the 1,200 available acres to accommodate the college campus. It is rolling land dotted with a variety of lovely trees and shrubs. The buildings and facilities are described in detail in subsequent sections of this catalog.

ACADEMIC PROGRAM. In addition to the offerings in the arts and sciences which are traditional for a Christian liberal arts college, Gardner-Webb has developed strong four-year programs in business related studies and teacher education and has retained its two-year associate degree programs in Nursing and Business.

The academic calendar features two semesters and two five-week summer terms, with offerings in the evening during the fall and spring semesters.



Academic and Administrative Buildings

The E. B. Hamrick Building: This building was built after World War I as a memorial to the young men of the area who had given their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, it was dedicated and named in honor of the late Mr. E. B. Hamrick, who stood by the college when the future looked dark. It houses an auditorium equipped with a two manual pipe organ, a number of classrooms, and offices.

The Bost Physical Education Building and Swimming Pool: Named in honor of the late Mr. L. C. Bost of Shelby and in memory of Mrs. Jean Bost Gardner, it is located between Decker Hall and the athletic field. It is modern in every respect and contains one classroom, a first aid room, lockers, rest rooms, showers, and team rooms. The olympic-sized swimming pool is heated and enclosed for year-round use.

This facility is used during the summer months to serve athletic and church-related encampments and to provide recreational programs for students from the community engaged in special learning programs.

The O. Max Gardner Memorial Fine Arts Center: Completed in the autumn of 1948, the building was constructed and furnished by the family of the late Ambassador O. Max Gardner and is a worthy memorial to a great man, who gave new life to the college and who believed in his native county. The first floor contains a band room, music studios, practice rooms, and the Art Department. On the second floor is a lovely student lounge and music recital hall with approximately 3,000 feet of floor space.

The Suttle Tennis Courts: Named in honor of Mr. and Mrs. J. L. Suttle, Jr., and in memory of Mr. J. L. Suttle, Sr. of Shelby, they are located on the west side of the Bost Physical Education Building. These four courts, constructed of asphalt and fenced in 1960, were provided at a cost of $10,000.

The Webb Administration Building: The original structure was completed in the fall of 1960, and an addition was constructed in the summer of 1973. This building houses administrative offices, including those of the president and vice president, and a spacious conference room.

The building was built in honor of the late Mrs. O. Max Gardner (Fay Webb), and in memory of her parents, grandparents, and great grandparents. It was made possible by the O. Max Gardner Foundation and is fully air-conditioned. Mrs. Gardner continued the work that her late husband loved — the promotion of Gardner-Webb College.

The A. T. Withrow Science Building: Named in honor of Mr. A. T. Withrow of Charlotte, a benefactor of the college, and occupied in the autumn of 1961, it has facilities for biology, chemistry, physics, mathematics, and mechanical drawing, a lecture room seating 150, seven offices, and a photographic laboratory.



The Charles I. Dover Campus Center: This two story, air-conditioned building, containing over 40,000 square feet, was completed in 1966. It is named in honor of Mr. Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb College. This building is multi-functional and features a student lounge furnished in honor of Mrs. Charles I. Dover. It contains the student cafeteria and faculty dining room, the college bookstore, and campus post office. The offices concerned with student services, the student government room, the student publications room, and recreational facilities are located here. The building also houses several faculty offices and the public relations office.

The Ernest W. Spangler Memorial Stadium: Completed in 1966, it includes a football stadium seating 6000, a track, and a fully equipped field house which serves as a teaching station. It is named in memory of Mr. E. W. Spangler, a Shelby businessman, and in honor of his wife, the late Mrs. Verna Patrick Spangler. The field house is named in honor of Mr. V. F. Hamrick of Shelby, N. C.

The David Lindsay Classroom Building: This three story air-conditioned building was completed in 1967 at a cost of approximately $275,000. It was made possible by the late Mr. David Lindsay and his wife, Mrs. Winfred Hubert Lindsay, of Rutherfordton. Classrooms and faculty offices occupy the total available floor space.

Webb-Knoll: The O. Max Gardner Foundation honored the late Mrs. Fay Webb Gardner by presenting this air-conditioned, five-bedroom home to the college for the use of the President and his family in 1968. It is located on a three-acre site in the Riverbend Acres development and has 5,000 feet of floor space. Interior decoration was by Mr. Boyce Grindstaff of Grindstaff's in Forest City.

The Suttle-Wall Tower of Light: The unique design of this tower represents the Trinity and Jesus as the Light of the World. It was built in 1969 in memory of Mr. Joseph Linton Suttle by Mr. and Mrs. J. L. Suttle, Jr. and Mr. and Mrs. Lloyd L. Lutz; and Dr. Zeno Wall by members of his family and friends, including men who entered Christian vocations under his ministry.

The Washburn Memorial Building: This brick structure was erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library but is now being used for classrooms and faculty offices.

The J. R. Dover, Jr. Memorial Chapel: This graceful and inspiring structure completes the formal entrance to the campus. The exterior of the chapel with its prominent steeple serves as a reminder that Gardner-Webb is a Christian college. The interior features a 336-seat auditorium, the college minister's office, and a Baptist Student Union area provided by the late Mr. T. R. Hendrix, Sr. and his wife, Mrs. Erline Welborn Hendrix, of High Point, N. C. The lower level provides space for three classrooms and seven faculty offices.

Radio Station WGWG: This 5,000 watt stereo FM educational station was made possible by the family of Mr. Lee Polk Frans of Hickory, North Carolina as a memorial in his honor. The station is located in the President's former home which was erected in 1947, and it began broadcasting in January, 1974. Gifts from the Frans family have also provided an AM facility for student programming on campus.

The John R. Dover Memorial Library: The building is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The present building was erected in 1974. It is a three-story structure, fully carpeted and air-conditioned, designed to accommodate 150,000 volumes with seating for 565 students.

The collection consists of more than 80,000 books and bound periodicals, audio-visual materials, phonograph records, microfilm, and microfiche. The holdings include several special book collections, the two most notable being the libraries of the local post-Civil War author, Thomas Dixon, and the late Dr. R. C. Campbell.

The Hubert M. Craig Memorial Classroom Building: This building is named in memory of Hubert M. Craig, Sr. of Gaston County, who served as a trustee of Gardner-Webb College and supported Christian Higher Education in general. Mr. Craig's widow, his son, H. Max Craig, Jr. of Stanley, and two daughters, Mrs. Harry L. Davis of Lincolnton and Mrs. W. C. Hillingsworth of Charlotte, joined in naming this building.

ADMISSIONS



General Information

Requests for application forms and catalogs should be addressed to the Director of Admissions. Completed forms are to be returned to the Admissions Office with any designated fee, which is not refundable.

When all credentials have been received, they will be considered by the Admissions Committee, and the applicant will be notified of acceptance or rejection. Because of the confidential nature of some items of information required for admission, the college reserves the right to reject any applicant without stating a reason. No single criterion will be decisive, but each item will be considered in relation to the applicant's total qualifications.

Gardner-Webb College has a racially and religiously nondiscriminatory admissions policy.

Students may enter at the beginning of any semester or summer term. Applications for the fall semester should be submitted by April 15 and those for the spring semester should be received by December 1. Summer school applications should be filed before June 1.

Advance deposits are required of students accepted for first-time admission and former students who have not attended Gardner-Webb for one or more semesters. Details are included in the Financial Section.

ADMISSION OF FRESHMEN

REQUIREMENTS

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.
3. A formal medical report from a physician. (May be supplied after acceptance.)
4. Scholastic Aptitude Test scores from the College Entrance Examination Board.
5. An application fee of $15.

CONDITIONS FOR ACCEPTANCE

Although a fixed pattern of high school credits is not prescribed, the following MINIMUM course distribution is RECOMMENDED as the best preparation for academic work at Gardner-Webb College.

English	4 units
Foreign Language	2 units
Social Science	2 units
Algebra	2 units
Geometry	1 unit
Natural Science	1 unit
Electives	4 units

ADVANCED PLACEMENT

Advanced Placement Program: Students achieving a maximum score of three on an Advanced Placement Program test of the College Entrance Examination Board will be given advanced placement with credit for the course covered by the test.

College-Level Examination Program: Gardner-Webb College grants credit to regularly enrolled students submitting test scores from the College-Level Examination Program on the following basis:

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
2. No credit will be granted in an area for which the examinee has college credit. Also, CLEP tests must be taken before the student enrolls in a comparable course, no course can be dropped to take a CLEP test, and no subject attempted in class may be repeated by CLEP.
3. Credit will be received as pass/fail, that is, no hours attempted or quality points will be computed in the examinee's quality point ratio.



4. Unsatisfactory scores will not become a part of the examinee's academic record.

5. A CLEP test on any subject may be taken only one time.

6. Concerning the General Examinations:

   1) The examinee must submit a score at or above the 25th percentile on each test, the percentile being based on data from the national norming study, as recommended by the American Council on Education.

   2) The number of semester hours granted will be that normally granted for the area covered by the test with the following restrictions:

      a. A maximum of six semester hours credit will be granted for each test.

      b. A maximum of three semester hours credit may be granted on the basis of a sub-score provided the area is appropriate.

   3) Credit thus granted may be applied to the examinee's course of study only as Basic Courses or free electives.

7. Concerning the Subject Examinations:

   1) The examinee must submit a score at or above the mean score for C students on the CLEP national norms, such scores being provided and recommended by the Council on College-Level Examinations.

   2) The number of semester hours granted will be determined by the scope of the material measured, as indicated by the Council on College-Level Examinations.

   3) Credit thus granted may be applied to the examinee's course of study without restriction.

Armed Service-Related Programs: Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit a record of courses completed for review by the transcript evaluation officer, and credit may be applied or subject waived, depending upon the discretion of the proper authority and the appropriateness of the course in the student's educational objectives and program.

Local Testing Programs: In order to enrich the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appropriate department of the college may be exempted from the course covered by this test, but will be required to take an advanced course in the same department carrying the same or more credit.

A challenge examination to allow advanced placement with credit for Nursing 101, Fundamentals of Nursing, is available for students who have completed a similar course in patient care in a non-college program. Details may be obtained from the Director of Nursing.

Arrangements for advanced placement through the local testing program are made individually for each student involved, and require the agreement of the Executive Vice President and Dean of the College and the appropriate academic department.

ADMISSION OF TRANSFER STUDENTS

REQUIREMENTS

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.
3. A formal medical report from a physician. (May be supplied after acceptance.)
4. Scholastic Aptitude Test scores from the College Entrance Examination Board.*
5. An official transcript from each institution attended.
6. A formal personal data sheet from the last institution attended.
7. An application fee of $15.

CONDITIONS FOR ACCEPTANCE

The conditions which govern the continuing enrollment and readmission of current and former Gardner-Webb students with regard to academic standing and citizenship govern the acceptability of transfer students.

The student's record is evaluated according to the academic regulations stated in this catalog, and the retention standards are applied to determine the student's academic standing upon enrollment.

ADVANCED STANDING

General Statement: Gardner-Webb College accepts credit from accredited colleges and universities for college-level courses in which a passing grade was earned. Determination of courses which are considered as college-level is at the discretion of the transcript evaluation officer.

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*Students who have successfully completed one or more quarters or semesters at another institution and have not taken the SAT may be excused from this requirement at the discretion of the Admissions Committee.

Junior College Students: No more than 64 semester hours will be accepted for graduation credit for students transferring directly from junior colleges to Gardner-Webb. A minimum of 64 additional semester hours must be completed in senior colleges or universities by students having attended junior colleges, with at least the final 30 semester hours at this institution.

Senior College Students: Students transferring from senior institutions must complete their final year of residence, a minimum of 30 semester hours, at Gardner-Webb College.

READMISSION OF FORMER STUDENTS

Students who are not in attendance for one or more semesters for any reason must submit a formal application for readmission.

Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide:

1. An official transcript from each institution attended.
2. A formal personal data sheet from the last institution attended.

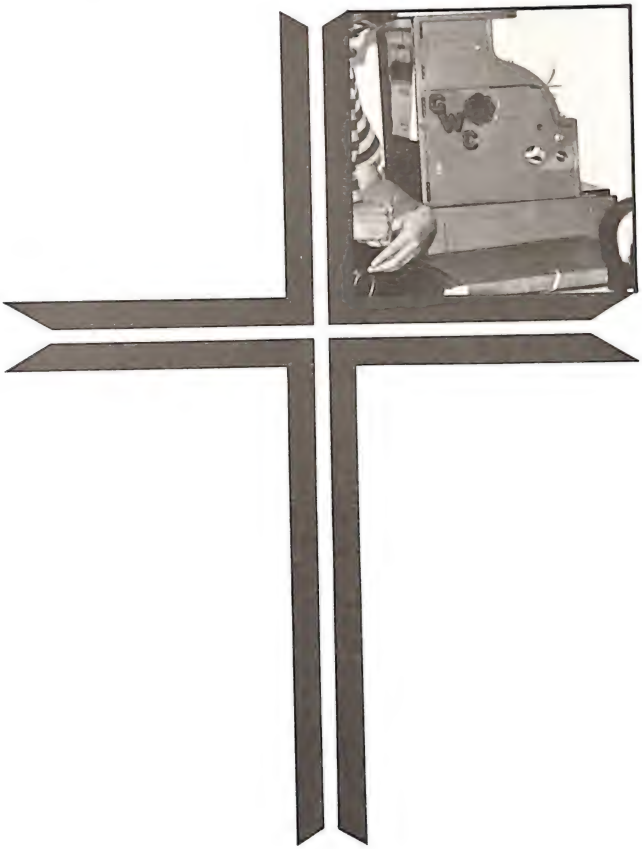
Those regulations concerning the advanced standing of transfer students apply to these students.

ADMISSION OF OTHER STUDENTS

The Director of Admissions should be contacted for details concerning the admission of the following types of students.

1. Credit
   - A. College Graduates
   - B. Rising High School Seniors
   - C. Evening School Students
2. Non-Credit
   - A. Music Students
   - B. Auditors
   - C. Others

FINANCIAL INFORMATION



EXPENSES

GENERAL STATEMENT: Because economic conditions fluctuate, the college reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees.

PAYMENT OF ACCOUNT: Semester charges are due in full not later than the date of registration and deferment after that is not permitted. Charges may be paid either at that time or may be prepaid before the student's arrival on the campus.

Those who cannot pay in accordance with the foregoing terms or who find it necessary to finance college charges on an installment basis may obtain necessary information from the Business Manager or Financial Aid Officer concerning The Tuition Plan. This plan is made available solely as a convenience and is optional.

CHARGES: Support through the Baptist State Convention of North Carolina, the North Carolina Foundation of Church-Related Colleges, earnings from endowment investments, and gifts of alumni, business, industry, and other friends provide funds which enable the college to charge tuition that is less than the actual cost of instruction and other student services (other than room and board).

The part the student pays is as follows:

	Per Semester
Tuition	$970.00
*Board	See Statement Below
Room Rent:	
Air-Conditioned—Deluxe Dormitory	260.00
Air-Conditioned—Mobile Unit	240.00
Regular Dormitory and Community Housing	205.00

Students who take less than 12 hours will be chargd $50.00 per semester hour. For further information contact the Executive Vice President and Dean of the College.

Students who are enrolled for less than 12 hours may audit credit courses for one-half the regular charge.

**BOARD* – *The College offers a choice of two meal plans; a 5 day Mon.-Fri., and a 7 day plan. All students who reside in the dormitory or live in community housing are required to purchase a board plan in the college cafeteria. It is very difficult to forecast meal cost over 12 months in advance but based on current rates board will cost approximately $300.00 to $350.00 each semester.*

SPECIAL FEES:

	Per Semester
MUSIC—Piano, Voice, Brass (Private)	
Two lessons per week	$145.00
One lesson per week	85.00
ORGAN (Private)	
Two lessons per week	180.00
One lesson per week	100.00
CLASS INSTRUCTION IN APPLIED MUSIC	35.00
DATA PROCESSING	25.00
ART	40.00

OTHER CHARGES:

Application fee (non-refundable)	$15.00
Key Deposit (refunded when returned)	5.00
Late Registration Fee	5.00
Schedule Change (after registration day)	5.00
Change of Course (including course drops)	5.00
Make Up Test	2.00
Make Up Final Exam.	5.00
Vehicle Registration	15.00
Transcripts (first copy is free)	2.00 each

ADVANCE DEPOSITS: Students accepted for first-time admission to the college and former students not in attendance for one or more semesters are expected to send to the Admissions Office advance payments of $100 for boarding students and $50 for day students by May 1 for the fall semester and by December 15 for the spring semester. Students accepted after these dates are expected to send the deposits within ten days of notification of acceptance.

Students continuing in the college are expected to make their deposits by April 15 for the fall semester and December 15 for the spring semester. Boarding students deposit $100 and day students $50.

Any student planning to attend summer school is required to make a minimum deposit of $25 by May 1. The fall semester deposit satisfies this requirement for students who intend to enroll in summer school, also.

Failure to make the required deposit by the stated deadline will be interpreted by college officials as indication the student does not plan to enroll at the college in the up-coming semester.

All advance payments will be credited toward first semester charges when the student has enrolled for classes.

After May 1 and December 15 all advance payments are not refundable.

REFUND POLICY: The size of the faculty and staff and other commitments of the college are based upon the enrollment at the beginning of the semester, and the fees collected are used to meet these commitments, most of which continue throughout the year. **Registration in the college is considered a contract binding the students and his parents for charges for the entire semester.**

However, provision is made for partial refund in the event of withdrawal covered by reasons of a providential nature as interpreted by the college.

1. In the event a student plans to re-enter, a pro-rata refund of tuition, fees, room and board will be allowed as a credit toward a later term.
2. Should the withdrawal be interpreted as providential by the college and should the student choose a cash refund, one-half (½) pro-rata refund will be granted on tuition, until one (1) week after mid-term report.
3. Full pro-rata refund on board will be granted for any withdrawal except suspension or expulsion prior to four (4) weeks before end of a term.
4. No refund of any type will be granted in the event of suspension or expulsion.

FINANCIAL AID

Gardner-Webb College makes available to its students a variety of scholarships, loans, and grants-in-aid. The purpose of the overall program is to encourage students having the promise of notable academic achievement and to encourage other students with demonstrated academic ability who have actual financial need. All scholarships, loans, and grants-in-aid are administered by the Financial Aid Committee of Gardner-Webb College. The committee follows a number of clearly defined rules in its awards, the rules having been established by the college or by donors to the college. Awards made by the committee are based on the following considerations:

1. Actual financial need when need is a specific requirement of the award.
2. Demonstrated academic ability with a marked interest in the purpose of Gardner-Webb College.
3. Potential as a useful citizen as evidenced by attitude and personal activities.
4. Leadership ability as demonstrated in church, school, and community activities.
5. An interview with the committee when required.

In addition, the particular scholarship, loan, or grant-in-aid for which the student applies may carry certain specific requirements.

Under the several financial aid plans offered by Gardner-Webb, a student may attend the college at a cost which compares favorably with other well recognized institutions. This may be accomplished by advance planning with the college's Financial Aid Office. The several possibilities of creating a "package" plan which may include various combinations of scholarship awards, grants, loans, and other aid sources will be explored. Students desiring to attend Gardner-Webb and having major financial needs should contact the Financial Aid Director early in their high school senior year asking for advice in securing a scholarship award and/or needed financial assistance.

Procedures For Applying For Financial Assistance

1. File an application for admission to the college with the Director of Admissions.
2. File an application for financial assistance with the Financial Aid Office. (Both of these applications may be filed at the same time).
3. File a Parents' Confidential Statement. (Independent students file the Student's Financial Statement.) All aid is based on the need analysis received from College Scholarship Service as a result of the completion of this form. Forms may be obtained from the Financial Aid Office at Gardner-Webb College, from a high school guidance office, or by writing College Scholarship Service, P. O. Box 176, Princeton, New Jersey, 08540.
4. Arrange to come to the campus for a personal interview when requested by the Financial Aid Committee. In the case of out-of-state residents, special arrangements may be made upon written request showing evidence of hardship connected with travel to the campus.

It is recommended that applications for financial assistance be filed in the early fall. The Financial Aid Committee meets in the fall, mid-winter, early spring, and early summer to consider applications for the following college year. Applications received after April 1 can be considered only in terms of available funds; therefore, early application is strongly advised.

No application for financial assistance will be considered by the committee until the applicant has been accepted for admission to the college.

Renewal of scholarships, grants-in-aid, and loans is conditioned on the student's maintaining an academic and citizenship record in keeping with the standards set by his particular award. *Application for renewal of loans and grants-in-aid by upperclassmen should be made by April 1.*

Announcement of academic scholarships and other awards is generally made between May 1 and July 1 each year.

All correspondence concerning applications for scholarships and loans should be addressed to:

FINANCIAL AID OFFICE
Gardner-Webb College
Boiling Springs, North Carolina 28017

Gardner-Webb College Assistance Programs

SCHOLARSHIPS

ACADEMIC SCHOLARSHIPS

Gardner-Webb Honor Scholarships: $4,000 may be awarded over a four-year period. The applicant may be interviewed by the Financial Aid Director, the Director of Admissions, or the Financial Aid Committee. He must rank in the upper 10 percent of his high school graduating class. The range of these scholarships is $500 to $1,000 each year. To remain eligible, the applicant must maintain an overall 3.0 quality point ratio on all credit courses taken.

Gardner-Webb Trustee Scholarships: $2,000 may be awarded over a four-year period. The applicant may be interviewed by the Financial Aid Director, the Director of Admissions, or the Financial Aid Committee. The applicant must rank in the upper 25 percent of his high school graduating class. The range of these scholarships is $300 to $700 each year. To remain eligible, the applicant must maintain an overall 2.5 quality point ratio on all credit courses taken.

Gardner-Webb Junior College Graduate Scholarships: $1,000 may be awarded over a two-year period to a resident student or $600 may be awarded over a two-year period to a commuting student. The applicant may be interviewed by the Financial Aid Director, the Director of Admissions, or the Financial Aid Committee and is to have the recommendation of the dean and/or president of the college from which he is graduating. The applicant must also have ranked in the upper 25 percent of his college graduating class. The range of these scholarships is up to $500 each year for a resident student and up to $300 each year for a commuting student.

Gardner-Webb College Merit Scholarships: These awards are made for one year only and are based primarily on need and academic achievement. (1) High school seniors and graduates who are recommended by their high school principal, guidance counselor, or homeroom teacher may compete. The range of the merit scholarships is $100 to $500. Applicants must take the Gardner-Webb College Competitive Scholarship Examination given in the spring. (2) Upperclassmen may apply for a merit scholarship provided they have an overall quality point ratio of 2.0.

CHRISTIAN SERVICE SCHOLARSHIPS

Christian Service Foundation Scholarships: The Christian Service Foundation of Gardner-Webb College provides scholarships for deserving students preparing for full-time Christian vocational service. The Foundation is supported by gifts from individuals, churches, and private organizations. Approximately one-half of the annual gifts is awarded to needy students and one-half is invested as an endowed scholarship fund.

Christian Vocation Scholarships: Each student pursuing a Christian vocation may qualify for an annual $250 scholarship provided he or she maintains a "C" average on all work attempted and provided he or she submits the application by August 1.

F.O.C.U.S. Scholarships: The Fellowship of Christians United in Service gives four $200 scholarships each year. One scholarship is awarded to the past president of the organization, and three are awarded to members nominated by the organization and approved by the Financial Aid Committee.

Ministers' Dependents Scholarships: An annual $125 scholarship is available to the dependent of an active minister if the applicant submits the application by August 1, and if he or she maintains a "C" average on all work attempted.

Royal Ambassador and Acteen Scholarships:

Acteen Studiact Scholarships: A young woman who has been involved in the Acteens individual achievement plan, Studiact, may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb College and are based on the number of Studiact awards received and/or the financial need of the applicant. Priority will be given to those young women who have participated in the Acteens program for the longest periods of time.

Royal Ambassadors Service Aide Scholarships: A young man who has been involved in the Royal Ambassador Service Aide program may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb College and are based on the number of service aide awards received and/or the financial need of the applicant. Priority will be given to those young men who have participated in the Royal Ambassador program for the longest periods of time.

ENDOWED SCHOLARSHIPS

Clarence N. Peeler Andrews Memorial Scholarship Fund: The late Mrs. Hattie Peeler Self of Cherryville, North Carolina and her daughter and son-in-law, Dr. and Mrs. W. B. Andrews, established a trust fund of $10,000 in memory of Clarence N. Peeler Andrews, grandson and son of the donors. The income from this fund is to be used to aid worthy young men and women attending Gardner-Webb College.

C. L. Beam Memorial Scholarship: In 1966, Mr. Charles Grier Beam, Chairman, Board of Directors, Carolina Freight Carriers Corporation, created a $12,000 endowed scholarship to be named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County, and in memory of his father, Charles Lester Beam. Income from this scholarship is used to assist in educating a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln Counties in North Carolina. Mr. Beam has stressed need as one of the prime considerations to be used in deciding who receives the grant.

Mr. and Mrs. Howard Berry Memorial Scholarship Fund: This fund was established by Mrs. Howard S. Berry of Valdese, North Carolina and the late Mr. Berry, to help worthy and needy students as determined by the Financial Aid Committee of the college. This fund may be increased from time to time, and the interest is used to aid students.

Biblical Languages Endowed Scholarship Fund: This fund was established in 1970 by a group of people interested in promoting the study of Biblical Languages and in helping needy students who are concentrating in these languages. The income from this endowed fund is to be used as scholarship aid for able and deserving students majoring in Biblical Literature and Languages.

George and Ida Wood Blanton Scholarship: In 1955, George Blanton and Ida Wood Blanton of Shelby, North Carolina created a $10,000 trust fund for the purpose of encouraging and promoting the education of capable and deserving boys and girls through the facilities of Gardner-Webb College.

George Henry and Martha Jane Brittain Memorial Scholarship Fund: In 1965, Mr. L. H. Brittain of Shelby, North Carolina gave property valued at $13,500 to the college for the purpose of endowing a scholarship in memory of his parents, George Henry and Martha Jane Brittain.

Ensign Ronald Franklin Carpenter Memorial Scholarship Fund: This endowed scholarship fund of $1,000 was established by Mr. and Mrs. John F. Carpenter and family in memory of their son. The scholarship is to be awarded to a student who has academic ability and financial need, preferably from Rutherford County, but other areas are not to be excluded. This fund may be increased from year to year.

George Wayne DeHart Scholarship for Ministerial Students: This special fund was made possible by the friends of the late Mr. DeHart. The fund is open and can be added to at any time. The Financial Aid Committee of the college will choose the recipients.

Clyde J. Dotson Endowed Scholarship Fund: A pioneer missionary to Africa, the Reverend Clyde J. Dotson was honored by the creation of this scholarship fund by his daughter and son-in-law, Dr. and Mrs. T. L. Warren, of Hickory, North Carolina. The fund is increasing through gifts from Mr. Dotson's family and friends and is designated to assist international students who are dedicated Christians.

J. R. Dover, Jr. Memorial Scholarship Fund: In 1962, J. R. Dover, Jr. made an initial gift of $5,000 to establish an endowed fund for scholarships. Since Mr. Dover's death in 1963, this fund has increased to $50,000 by gifts from relatives and friends of Mr. Dover.

Joseph W. Geddes Engineering Scholarship: In 1971, the college received a $20,000 grant from the estate of Mr. Joseph W. Geddes for the purpose of establishing an endowed pre-engineering scholarship in his name for needy and worthy students. Mr. Geddes was a native of Scotland, a graduate of Edinburgh and Glasgow Universities, and the University of London. He worked with the restoration of Colonial Williamsburg, Virginia and was engineer for the restoration of the White House in 1948, the building of the famous Mayflower Hotel, the Italian Embassy, and the National Theatre in Washington, D.C. Mr. Geddes came to Cleveland County with his wife to be the chief engineer in the building of the Pittsburgh Plate Glass Plant and retired here.

Virgil M. Hailey Scholarship Fund: The pastor emeritus of North Kannapolis Baptist Church, The Reverend Virgil M. Hailey, was honored in 1972 by the establishment of this endowed scholarship fund. A number of congregations served by Rev. Hailey have contributed to the fund, and additions to it may be made at any time. Income from the fund is to be used to assist worthy students from the Cabarrus County area.

Hamrick-Perry Endowed Scholarship Fund: Mr. and Mrs. Dwight S. Perry of Lawndale, North Carolina established an endowed fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick. In the awarding of this scholarship, preference is given to the student interested in the Christian ministry, nursing, or education professions.

Willie D. and Murleen G. Hall Work Study Program: This program was established by Mr. and Mrs. Hall to aid deserving and needy full-time Christian vocational students. Work grants are provided from interest received from this fund. This is an open fund that may be increased in the future.

Florence Hamrick and Roland M. Hamrick Athletic Scholarship Fund: In 1965, Roland M. Hamrick, Jr. and Thomas B. Hamrick made a gift to the college in the amount of $12,000 to endow an athletic scholarship in honor of their parents, Florence Hamrick and Roland M. Hamrick, Sr. The interest earned from this gift is awarded to deserving athletes.

Thomas B. Hamrick Endowed Scholarship Fund: This is a $12,000 endowed athletic scholarship to be presented to deserving athletes in memory of Thomas B. Hamrick, who served Gardner-Webb athletes through his outstanding support and loyalty. It is given by the immediate Hamrick family.

A.D. and Ruth Park Harmon Memorial Scholarship Fund: Established by the late Troy Harmon, an alumnus and former employee of Gardner-Webb College, in memory of his mother and in honor of his father. Troy was killed in an automobile accident while serving as a student pastor. He was a student at the Southern Baptist Theological Seminary in Louisville, Kentucky. The scholarship is to be given to students going into full-time Christian service. It was the intent of the donor that the recipients of the scholarships would replace the amount received so that more students could be helped in the future.

M. G. Martin Endowed Scholarship Fund: In 1927, Mrs. Ellen Bostic Martin of Mooresboro, North Carolina gave the school $2,500 for the purpose of creating and establishing the M. G. Martin Memorial Scholarship. The interest from this fund is to be used for the education of ministerial students, preferably those related to M. G. or Ellen Bostic Martin.

Randolph Martin Endowed Scholarship Fund: This fund was established in 1969 by Mrs. Randolph Martin and their children, Conrad and Julia, in memory of her husband. Its income is used to help deserving students obtain a Christian higher education at Gardner-Webb College. Financial need and ability are considered in awarding the scholarship.

Mr. and Mrs. B. S. Mauney Memorial Endowed Scholarship Fund: This scholarship fund was established in 1973 by the late Mr. and Mrs. B. S. Mauney. The income will be used to provide scholarships for boys or girls who are unable to pay to attend Gardner-Webb College.

Mr. and Mrs. M. A. (Brick) Morris Endowed Scholarship: This $5,000 scholarship is made possible by Mr. and Mrs. M. A. (Brick) Morris for students of good character who are in financial need. Students from South Carolina are considered first. If there is no deserving student from South Carolina, the Financial Aid Committee will select a deserving student from another area.

Porter Brothers, Inc. Endowed Scholarship: In 1970 an endowed scholarship fund of $12,000 was established by Porter Brothers, Inc. of Shelby, North Carolina. Income from the fund is to be used to assist needy and worthy students.

Minnie Conner Poston Memorial Endowed Scholarship Fund: This scholarship was established from gifts and memorials made to the college in memory of Mrs. Minnie Poston, mother of Dr. Eugene Poston, President of Gardner-Webb College. The scholarship is awarded to needy, well-qualified students.

Thomas P. Pruitt, Sr. Endowed Scholarship Fund: Mr. Pruitt was an outstanding Christian layman known for his service to the First Baptist Church of Hickory, North Carolina and the North Carolina and Southern Baptist Conventions. He is being honored through this fund by his wife, children, and friends. Needy Christian students will be assisted through the income from this fund.

Race Path Baptist Church Endowed Scholarship Fund: An endowed scholarship fund was established by the Race Path Baptist Church of the Sandy Run Baptist Association. The income from this fund is to be used as scholarship aid for an able and deserving student majoring in Biblical Literature and Languages.

Royster Memorial Scholarship: Established in 1965 by the late D. W. Royster, Sr. of Shelby, North Carolina, this $4,500 endowed scholarship is named in memory of his parents, Dr. S. S. Royster and Mrs. Olive B. Royster. Royster Memorial Hospital at Boiling Springs is named in Dr. Royster's memory, also. Income from this scholarship is used to assist needy and qualified students at Gardner-Webb College.

D. W. Royster, Sr. Memorial Endowed Scholarship Fund: Established by the family and friends of D. W. Royster, Sr., this is an open fund and may be added to at any time. The recipient is to be chosen by the Financial Aid Committee of the college.

Mr. and Mrs. Ray Small Endowed Academic Scholarship Fund: This fund has been established by Mr. and Mrs. Ray Small of Lincolnton, North Carolina because of their interest in Christian higher education. The earnings from this fund are awarded annually to deserving students.

C. R. and Elizabeth Spangler Scholarship: This scholarship is made possible by Mr. and Mrs. C. R. Spangler and Mr. and Mrs. Ralph Spangler of Cleveland County, North Carolina. It is granted on the basis of Christian character and financial need of qualified students, and preference is given to Cleveland County students.

J. P. Stevens and Company, Inc. Endowed Scholarship: In 1965, J. P. Stevens and Company, Inc. created a $12,000 endowed scholarship to be used to assist in educating a deserving and needy student at Gardner-Webb College. Income from this fund will be granted with preference given to qualified Cleveland County residents.

George Edward Sweet Memorial Endowed Scholarship: This is an endowed scholarship established by the family and the friends of Mr. Sweet. The scholarship is an open one and may be increased each year. It is awarded to a needy and worthy student.

Union Baptist Church Endowed Scholarship Fund: An endowed scholarship fund was established in 1970 by the Union Baptist Church of the Kings Mountain Baptist Association. The income from this fund is to be used as scholarship aid for an able and deserving student majoring in Biblical Literature and Languages.

Margaret Young Memorial Scholarship Fund: In 1966, Mr. J. F. Alexander, Mrs. Martha Howe, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, North Carolina, created a $12,000 endowed scholarship as a memorial to Margaret Young.

OTHER ENDOWED SCHOLARSHIPS

Jack Hunt Endowed Scholarship Fund

Mrs. W. C. Lattimore Endowed Scholarship

Mr. and Mrs. Everette G. Spurling Endowed Scholarship

ANNUAL SCHOLARSHIPS

Alpha Epsilon Recruitment Grant: This $200 scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, an educational, honorary, and professional society, to a worthy woman student interested in teaching.

Loretta Phillips Cudd Scholarship Fund: This fund was established to help worthy and needy students at Gardner-Webb College. Mrs. Cudd was a student at Gardner-Webb during 1946-49. The recipient will be chosen by the Financial Aid Committee of the college.

S. C. Harrill Scholarship Fund: Mr. and Mrs. S. C. Harrill of Lattimore, North Carolina present a $250 scholarship to assist in educating a deserving and needy Southern Baptist missionary, missionary doctor, missionary nurse, missionary teacher, or ministerial student approved by his or her local church and association, provided at least a "C" average is maintained on all college work. This scholarship was established in 1969.

Lattimore Baptist Church Scholarship: The Lattimore Baptist Church gives two $500 scholarships annually for ministerial students. These scholarships are awarded to needy, worthy students who plan to enter the ministry or full-time Christian service.

Lewis-Weddle Scholarship: A $500 scholarship is given by Dr. and Mrs. J. Thurman Lewis in honor of their parents, Mr. and Mrs. John Terry Lewis of Meredian, Mississippi and the Reverend and Mrs. Paul S. Weddle, Sr. of Bellefontaine, Mississippi, to an able and deserving student majoring in Biblical Literature and Languages.

Lutz Scholarship: A $180 scholarship is given annually by Mr. and Mrs. Melvin R. Lutz, Jr. to an able and deserving student majoring in Biblical Literature and Languages.

Wilma L. McCurdy Memorial Fund Scholarships: The trustees of the Wilma L. McCurdy Scholarship Fund desire that Gardner-Webb College give special consideration in awarding the scholarships to worthy students from Stanly County. However, all scholarships must be awarded to worthy students from North Carolina.

Women of the Moose Scholarship: In 1974, the Women's Auxiliary of the Moose Lodge, Shelby, North Carolina established an annual scholarship to be given to a needy nursing student.

Ethel Blanton Spangler Scholarship: This scholarship is given by Mr. J. Edwin Spangler of Shelby, North Carolina in memory of his mother to a deserving student who makes average or better grades, is of good character, and who deserves recognition.

D. A. Tedder Scholarship: This is a $100 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, North Carolina by his daughters, Mrs. Russell Lumer, Mrs. H. E. Eisenberger, and Mrs. Frederick J. Swift, to an able and deserving ministerial student.

Wilbur Wilson Memorial Scholarship: This scholarship is awarded to a freshman student who plans to return to Gardner-Webb College. The award is decided on the basis of academic attainment and Christian commitment. It is given in memory of Mr. Wilbur Wilson, who spent the greater part of his life in education and who served his church and denomination faithfully. He served as a deacon and Sunday School superintendent at Dover and First Baptist Churches in Shelby, North Carolina and at the Central Baptist Church in Miami, Florida. The award is presented by his wife, Mrs. Eula M. Wilson.

GARDNER-WEBB COLLEGE LOAN FUNDS

The following guidelines govern the Gardner-Webb College revolving loan funds:

1. All transactions such as signing the promissory note are made directly with the student, who must be enrolled in good standing or accepted for enrollment at Gardner-Webb College.
2. The maximum loan for an academic year cannot exceed the student's total cost of education less other financial aid received.
3. Terms of the loan:
    1) Repayment begins six (6) months after termination of education at Gardner-Webb College.
    2) The rate of repayment is $30 monthly.
    3) The rate of interest is seven (7) percent on the unpaid balance.
    4) The borrower is responsible for any litigation fees incurred because of delinquency.

4. The student must reapply when additional funds are needed since loans are not automatically renewed.
5. The student should borrow from only one loan program throughout his enrollment.
6. Separate applications are required for summer loans.

LOAN FUNDS

Deck W. Andrews Loan Fund for Business Majors: This loan fund was initiated in March, 1970 by the Department of Business Administration for majors within the Department who are having difficulty financing their educations. The amount of the loan should not exceed the cost of tuition and is available to juniors or seniors who have established their major.

C. B. Baker Loan Fund: Mr. C. B. Baker of Hickory, North Carolina bequeathed part of his estate to Gardner-Webb College. This amounted to $7,500 and is to be used to help students dedicated to full-time Christian service.

Beaver Dam Baptist Church Fund: The Beaver Dam Baptist Church of the Kings Mountain Association has provided a loan fund to be used in $100 allotments by worthy young men and women, with the understanding that the young people of Beaver Dam Church have first consideration in awarding these funds.

Minerva C. Bland Endowed Memorial Scholarship-Loan Fund: This fund was established by Mr. and Mrs. Charles B. Camp of Shelby, North Carolina. This is an open fund that may be increased at any time. First consideration will be given to students at Gardner-Webb from the Second Baptist Church of Shelby, North Carolina who are preparing for full-time church-related Christian service. Second consideration will be given to students from the same church who are dedicated Christians and need financial aid. Recipients are encouraged to contribute to the fund after they have repaid the loan for the purpose of helping future students.

Boiling Springs Baptist Church Loan Fund: In 1973, the Boiling Springs Baptist Church established a student loan fund with an initial gift of $2,500 to help worthy and needy students in acquiring a Christian education at Gardner-Webb College. Students benefiting from this loan will repay the amount plus interest after graduation on terms set forth by the college.

J. Herbert Bridges Loan Fund: In 1949, J. Herbert Bridges of Charlotte established a loan fund for worthy and needy students.

W. B. and Louise P. Camp Loan Fund: Established in 1972 by Mr. and Mrs. W. B. Camp of Bakersfield, California, this fund is intended to help defray the expenses of needy and worthy students — Christian students of good character who do not use alcohol or tobacco.

Beuna B. Carpenter Floral Loan Fund: The fund originated at Mrs. Carpenter's funeral at her request and amounted to $165. Her wish was that the money be loaned to those who are preparing for any phase of full-time Christian service. Anyone desiring to memorialize Mrs. Carpenter is encouraged to do so at any time.

Mr. and Mrs. Thomas Ray Causby Endowed Loan Fund: This loan is awarded to a worthy student selected by the Financial Aid Committee. The recipient may make a contribution to the fund to help future students.

R. I. Corbett Ministerial Loan Fund: The Reverend R. I. Corbett of Marion, North Carolina bequeathed stock worth approximately $8,000 to establish this fund. Interest from the fund is loaned to worthy students who have chosen a Christian vocation.

A. V. Dedmon Memorial Loan Fund: This fund was established in 1971 by the family of A. V. Dedmon, Sr. of Shelby, North Carolina to assist needy students in acquiring a Christian education.

Elizabeth Extension Homemakers Club Loan Fund: The Elizabeth Extension Homemakers Club of Shelby, North Carolina has provided a loan fund to be used by a worthy young man or woman. It is to be granted on the basis of Christian character and financial need to a qualified student, preferably from Cleveland County.

P. L. Elliott Memorial Loan Fund: This fund was established by the Elliott family and friends for worthy and needy students. Anyone desiring to memorialize our deceased, beloved president is encouraged to help swell this fund.

Hattie Nix Gilliatt Memorial Loan Fund: This fund was established in 1957 as a memorial to Hattie Nix Gilliatt of Shelby, North Carolina to assist needy, worthy students.

Mary Hartwell Groves Loan Fund: Mr. Barron G. Groves established a loan fund on January 10, 1972 in memory of his wife, Mrs. Mary Hartwell Groves, to help needy, deserving students.

Mary Sue Anthony Hamrick Nursing Loan Fund: This fund was established by the family and friends of Mrs. Hamrick to assist needy, worthy Christian students who would exemplify her beliefs. It is an open fund and contributions may be made at any time.

Asbury Carr and Jane Gardner Harrelson Loan Fund: Dr. Michael A. Harrelson and Dr. Lewis G. Harrelson have made gifts of $300 each to Gardner-Webb College to be used as a loan fund for Biology students in honor of their parents, Asbury Carr Harrelson and Jane Gardner Harrelson.

Hendrix Batting Company Loan Fund: A $600 student loan fund was established by Mrs. T. R. Hendrix, Sr. and the late Mr. Hendrix of Trinity, North Carolina. Mr. Hendrix was head of the Hendrix Batting Company of High Point. This fund is available to a worthy student who is in need of financial help.

Marion Hinson Loan Fund: In 1950, Mr. and Mrs. Claude S. Hinson of Belmont, North Carolina gave $2,500 to establish a student loan as a memorial to their son, Marion Hinson.

Joseph Henry Jones Memorial Loan Fund: This loan in memory of Joseph Henry Jones, who gave his life in the Battle of the Bulge on December 16, 1944, was created by his mother, Mrs. J. H. Jones, and other friends to assist worthy students in obtaining a Christian education.

Garrie L. Kendrick Endowed Loan Fund: This fund was established by Mrs. Garrie L. Kendrick in memory of her husband, who was a faithful member of the Gardner-Webb College Board of Trustees. The interest from this fund will be used to aid needy and deserving students. Additions to the fund can be made at any time. The interest from the loans will be added to the principal.

Ada Harris Knowles Loan Fund: This fund was established by Mr. Tom Knowles of Belmont, North Carolina in 1968 in memory of his mother.

Jimmy Ray Lail Memorial Loan Fund: Jimmy was a Gardner-Webb ministerial student in whose memory this fund was created in 1974 by his wife and daughter, and includes memorials from relatives and friends. Students preparing for full-time Christian service or other vocations are eligible to apply for this loan. Gifts to this loan fund can be made at any time.

John Maclaren Lawrence Memorial Loan Fund: In 1954, the Reverend and Mrs. Tom Lawrence of Cliffside, North Carolina established a student loan fund as a memorial to their son, John Maclaren Lawrence. First preference is granted to students from Rutherford County.

Wilma L. McCurdy Memorial Fund: Mrs. Wilma L. McCurdy of Albemarle, North Carolina specified in her will that $5,000 be donated to Gardner-Webb College to provide loans for worthy students from North Carolina.

David Pressley Memorial Loan Fund: In 1956, Gardner-Webb students, faculty members, and friends established a loan fund in memory of David Pressley, a member of the student body who lost his life in an automobile accident.

Reverend and Mrs. H. M. Stroup Endowed Loan Fund: An initial gift of $20,000 by the Reverend H. M. Stroup of Spruce Pine, North Carolina and the late Mrs. Stroup established this fund whose income is to be used to aid students preparing for full-time Christian service. Southern Baptist students will receive first consideration, and they must be approved by their local churches, associations, and the Financial Aid Committee.

Rush Stroup Loan Fund: In 1947, Mrs. Rush Stroup created in memory of her husband a loan fund of $5,000. This fund is used for deserving young people, preferably Cleveland County students and ministerial students.

Lee B. Weathers Endowed Loan Fund: Friends of the late Lee B. Weathers, long time publisher and editor of *The Shelby Daily Star* and former trustee of Gardner-Webb College, established this loan fund following his death in 1958. In 1972 the late Mrs. Breta N. Weathers added $5,000 to this fund through her will in memory of her husband. Income from the fund is to be used as aid for deserving students with preference given to anyone going into journalism or with an interest in public relations or college publications.

Tom and Clara Lee Withrow Loan Fund for Nursing Students: Mr. and Mrs. A. T. Withrow established this fund in 1974-75. The loans will be made to students in the Gardner-Webb Nursing Program. The recipients must meet the standards of the college and be in need of financial aid. The money will be repaid on a schedule set by the Financial Aid Committee of the college. Notes will be executed to guarantee repayment. Students will be encouraged to contribute to the fund after paying off their notes.

Tom Withrow Foundation Loan Fund: In 1953, A. T. Withrow of Charlotte established the "Tom Withrow Foundation Fund" for the purpose of aiding needy and worthy students.

OTHER LOAN FUNDS

Charles Andrews Foreign Language Loan Fund
Board of Associates Loan Fund
Cove Creek Baptist Church Loan Fund
First Baptist Church, Maiden, North Carolina
First Baptist Church, Shelby, North Carolina
Gardner-Webb College Loan Fund
Gastonia Altrusa Loan Fund
Mr. and Mrs. Coleman Goforth Loan Fund
Gold Loan Fund
Dr. C. H. Harrill Loan Fund
G. W. and N. B. Kendrick Loan Fund
L. & R. Oil Company Loan Fund
Logan Loan Fund
Roberts Loan Fund
Schenck Loan Fund
Florence Scism Loan Fund
Shelby Box Company Loan Fund
Shelby Kiwanis Club Loan Fund
Shelby Lions Club Loan Fund
Shelby Rotary Club Loan Fund
Mr. and Mrs. T. M. Stanback Loan Fund
Mr. and Mrs. J. O. Terrell Loan Fund
Union Trust Company Loan Fund
Mrs. Fields Young, Sr. Loan Fund



COLLEGE WORK PROGRAM

Gardner-Webb College provides part-time campus employment to a limited number of students who wish to earn a portion of their college expenses by working. Students interested in securing campus employment should submit the Student Employment Application to the Financial Aid Office. First consideration for work assignments will be given to students who are in need of such earnings to meet college expenses and who submit employment applications by April 1 prior to the academic year in which work is desired. Part-time campus employment for students is available in the cafeteria, residence halls, laboratories, library, and departmental offices.

Federal Assistance Programs

The U. S. Office of Education supports the following five programs of student assistance:

1. Basic Educational Opportunity Grants.
2. Supplemental Educational Opportunity Grants.
3. College Work-Study.
4. National Direct Student Loans.
5. Guaranteed Student Loans.

Any student enrolled at Gardner-Webb College who is a citizen or permanent resident of the United States is eligible to apply for assistance under these programs.

Basic Educational Opportunity Grant (BEOG) Program: Any student may apply for a Basic Grant whose postsecondary education was begun after April 1, 1973. The form "APPLICATION FOR DETERMINATION OF BASIC GRANT ELIGIBILITY" must be completed and submitted in accordance with the instructions on that application. Copies are available from Gardner-Webb College, high schools, Talent Search, Upward Bound Projects, and public libraries, or by writing to P. O. Box 84, Washington, D. C., 20044. Notification of eligibility should be received within four weeks following submission of the application. The student is to forward this notification to the Financial Aid Office which will calculate the amount of the Basic Grant in accordance with guidelines provided by the U. S. Office of Education.

Supplemental Educational Opportunity Grant (SEOG) Program: This program is for students of exceptional financial need who, without the grant, would be unable to continue their education. Applicants are eligible to apply if they are enrolled at least half-time at Gardner-Webb College. Awards range from $200 to $1,000 per year and are not to be repaid.

College Work-Study Employment: The college participates in the federally supported College Work-Study Program and the PACE Program through which students from low-income families are given preference for job assignments. Job opportunities in the Work-Study Program are available on the campus on a part-time basis during the academic year and during the summer. The PACE Program provides full-time summer jobs for qualified students in approved agencies in their hometowns. Students interested in applying for College Work-Study employment must submit both the Application for Financial Aid and the Parents' Confidential Statement. Students interested in applying for summer work in their hometowns through the PACE Program must submit both the Parents' Confidential Statement and the PACE Application Form, which is available by request to the Financial Aid Office or from high school counselors and principals. Applications for summer PACE jobs and for Work-Study jobs during the academic year should be submitted to the Financial Aid Office by April 1.

National Direct Student Loan (NDSL) Program: These funds are for students who are enrolled at least half-time and who need a loan to meet their educational expenses. A Gardner-Webb student may borrow up to a total of $5,000 with repayment beginning nine (9) months following graduation or separation from the college for other reasons. Up to ten (10) years may be allowed for repayment of the loan, and no payments are required for up to three (3) years while serving in the Armed Forces, Peace Corps, or VISTA. During the repayment period three (3) percent interest will be charged on the unpaid balance of the loan principal. Application for this program is to be made through the Financial Aid Office of the college.

Guaranteed Student Loan Program: Loans made directly from a bank, credit union, savings and loan association, or other participating lender willing to make educational loans may be guaranteed by a state or private non-profit agency or insured by the Federal Government. Any student currently enrolled or accepted for enrollment may apply. Maximum loans of $2,500 per year, $7,500 total, and a maximum interest rate of seven (7) percent must be observed.

The Federal Government will pay the interest on these loans for students who are eligible for Federal Interest Benefits until they begin repayment. Payments begin between nine (9) and twelve (12) months after graduation or other separation from the college, and up to ten (10) years may be taken to repay the loan. The amount of the payment depends upon the size of the debt, but the minimum payment is $360 yearly. No payments are required for up to three (3) years while serving in the Armed Forces, Peace Corps, or VISTA, and deferment is available should the student return to full-time study at an eligible institution.

Information and application forms are available from Gardner-Webb College, lenders, State Guarantee Agencies, and Regional Offices of the U. S. Office of Education. Applications must be submitted before June 30 each year.

State Assistance Programs

Guaranteed Student Loan Programs: Residents of North Carolina enrolled full-time may borrow up to $2,500 per academic year through College Foundation, Inc., with funds provided by the North Carolina Banking and Life Insurance Industries. Loans are insured by the State Education Assistance Authority; and under certain circumstances, the Federal Government will pay the interest during the study and grace periods. Applications may be secured from the Financial Aid Office at Gardner-Webb College or from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina, 27605.

North Carolina Prospective Teachers Scholarship-Loans: The state of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the state to assist them in their educations. The award is $900 per year and is a scholarship if the recipient teaches in North Carolina public schools following graduation. The deadline for submitting the application is March 1.

Vocational Rehabilitation: The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina, 27600.

Private Assistance Program

The Tuition Plan: Private financing of the student's expenses is available through The Tuition Plan of Concord, New Hampshire. This program features convenient monthly payments and Parent Life Insurance, which guarantees funds for the student to continue his education. Additional information is available from the Business Office.

ACADEMIC INFORMATION



GENERAL REGULATIONS AND INFORMATION

Registration

Certain days at the beginning of each semester or summer term are set aside for registration. The student is sent detailed instructions concerning the registration procedures.

A student will not receive credit for any course for which he has not registered.

Late Registration: With special permission a student may be registered during the one week period following the close of the regular registration in any semester. A fee will be charged.

Adding or Changing Courses: The student's schedule of classes may be adjusted by adding or substituting courses with the approval of the Registrar or the Executive Vice President and Dean of the College within one week from the beginning of the semester. A fee will be charged for any change following the student's initial registration unless it is required by the administration of the college.

Dropping Courses: A student may officially withdraw from a course at any time during a semester or summer term. The Registrar provides the necessary forms, and a fee is required. A grade of **W** (withdrew) is recorded for the course through the two weeks following the end of the mid-term grade report period each semester. Thereafter, a **WP** (withdrew passing) or **WF** (withdrew failing) is recorded. No hours attempted are recorded for the **W** or **WP** grades.

Should a student stop attending a course without following the procedure indicated above, the withdrawal is unofficial and a grade of **UF** would be recorded. Hours attempted which cannot be removed by repeating the course would also be recorded.

Course Numbering System: Freshman courses are designated by numbers 100-199; sophomore courses 200-299; junior courses 300-399; and senior courses 400-499. Courses with odd numbers are regularly given in the fall term; courses with even numbers, in the spring term. However, introductory or basic courses in many departments will be offered every term so that students may arrange their work in regular sequence, according to the time of entrance. Following the course descriptions, the first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

Academic Counseling: Each student is required to consult with his faculty adviser prior to each registration period to plan his course of study.

Academic Load: The unit of credit at Gardner-Webb College is the semester hour. A student is considered full time if enrolled for 12 semester hours or more. No boarding student may be enrolled for less than 12 semester hours at any time during a semester unless given permission by the Housing Committee.

The normal load is 16 semester hours, and any student in good standing may enroll for as many as 18 semester hours. Permission to exceed 18 semester hours must be obtained from the Executive Vice President and Dean of the College.

The normal load for summer school is 6 semester hours or a 4 hour laboratory course, and no boarding student may be enrolled for less than 6 semester hours at any time during a summer term unless taking a 4 hour laboratory course, or with permission of the Housing Committee. Permission to carry 7 semester hours must be obtained from the Executive Vice President and Dean of the College.

Auditing Courses: Any full-time student may audit a class without charge, provided he has the permission of the instructor of the course. All others must obtain permission from both the instructor and the Executive Vice President and Dean of the College. A fee is required of all other students as indicated in the financial section.

Auditors are subject to the attendance regulations of the college. Additional requirements, if any, are the responsibility of the instructor.

Credit will not be allowed for any course for which a student registers as an auditor.

Independent Study: The term "independent study" is reserved for those courses specifically designed as guided reading and/or student-initiated research courses, and offered only by major departments.

Independent study is open to students with Junior and Senior standing and requires departmental approval for each participating student. No more than 6 semester hours credit in independent study may be applied toward graduation requirements.

Taking Courses at Other Institutions: Permission for any Gardner-Webb student to enroll at another institution must be obtained beforehand from the Registrar and requires the consent of the chairman of the department in which the student is majoring. The college is not obligated to accept credit for any course when prior permission has not been granted.

A Gardner-Webb student cannot improve his academic standing, as defined by the College Retention Standards, by attending another institution.

Classification of Students

Students are classified at the beginning of the regular school year or at the time of entrance if this is other than the beginning of the school year:

1. Freshmen — Students fully qualified academically for credit as specified in admission requirements who have earned no college credits or who have less than 30 semester hours of credit.
2. Sophomores — Students fully qualified academically for credit who have earned 30 or more semester hours of credit, but less than 60 semester hours.

3. Juniors — Students fully qualified academically for credit who have earned 60 or more hours of credit, but less than 90 semester hours.
4. Seniors — Students fully qualified academically for credit who have earned 90 or more semester hours of credit.
5. Special Students.
    1. Credit students — College graduates and rising high school seniors.
    2. Non-credit students — Auditors, music students not desiring credit, and a limited number of adults admitted to regular classes regardless of previous training.

Student Representation

Students who are on probation, either academic or disciplinary, are not eligible to represent the college until the probation is removed.

Specific information regarding qualifications for membership and offices in campus organizations is contained in the Student Handbook and the Student Government Association constitution.

Honors and Awards

SEMESTER HONORS

Two lists of honor students are posted each semester.

1. Dean's List: Students enrolled for 15 semester hours or more whose semester Quality Point Ratio is 3.7 or better with no grade below **C**.
2. Honor Roll: Students enrolled for 15 semester hours or more whose semester Quality Point Ratio is 3.2 but less than 3.7 with no grade below **C**.

ANNUAL AWARDS

Annual awards are made to outstanding students in each subject field, and the student with the highest academic record in each of the four classes receives an award at Commencement.

In memory of the late Professor J. D. Huggins, Mr. L. R. Harrill, State Director for 4-H Clubs, offers a citizenship medal to the male graduate making the best record in scholarship and general interest in college activities.

In memory of the late Miss Etta L. Curtis, Mrs. R. E. Price offers a citizenship medal to the female graduate making the best record in scholarship and general interest in college activities.

The winners of these awards are selected by the faculty.

Mrs. Suttle, widow of the late Rev. John W. Suttle, offers a medal to the student making the best record in Bible courses and having the best grasp of Bible teachings. The recipient is determined by the Department of Religious Studies and Philosophy.

Each year the music faculty chooses the outstanding music student in the college to receive the Schweppe Music Award. This award is given by the Shelby Rotary Club in memory of the late David Schweppe, son of Mr. and Mrs. J. V. Schweppe of Shelby.

GRADUATION HONORS

All students are eligible for graduation honors. A student with transfer credit is considered if his work at Gardner-Webb merits honor, but his overall Quality Point Ratio is used to determine the level of honor.

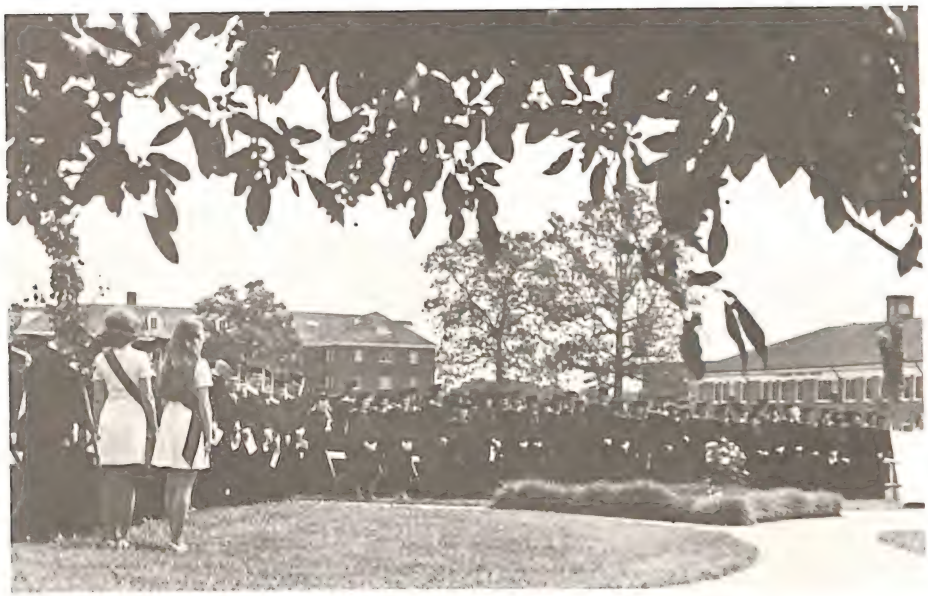
Baccalaureate degree candidates with Quality Point Ratios of 3.2 or more are graduated *Cum Laude*; those with 3.6 or more are graduated *Magna Cum Laude*; those with 3.8 or more are graduated *Summa Cum Laude*.

Associate degree students whose Quality Point Ratios are 3.2 or more are designated as Honor Students.

Withdrawal, Suspension, and Expulsion

Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is suspension, and expulsion is dismissal for an unspecified period of time.

Any student leaving school before the end of a term is required to secure a withdrawal form from the Registrar's Office, complete it in full, and return it to the Business Office, *otherwise he is not entitled* to honorable dismissal. Honorable dismissal is granted only if these procedures are followed, and failure to comply will result in the recording of the **UF** grade on all work taken that term.



Transcripts

The Registrar will furnish transcripts of credit on request. One official transcript is provided to each student without charge. Subsequent copies are $2.00 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

Summer School and Evening School

Gardner-Webb offers a summer school for the advantage of (1) those who wish to shorten the time required for their education, (2) those who wish to enrich their education by taking more than the minimum requirements, (3) those who wish to take courses that they need to meet graduation requirements, and (4) those required to attend because of academic deficiencies.

Courses are offered during the evening hours to serve those who are unable to attend Gardner-Webb College as day students. Both basic and upper-level courses are included in the curriculum.

High school seniors and rising seniors may take courses in both the summer and evening schools. Credit will be granted for courses successfully completed provided the student graduates from high school and subsequently enrolls at Gardner-Webb College.

For further information concerning summer school or evening school, contact the Executive Vice President and Dean of the College.

ATTENDANCE REGULATIONS

Class Attendance

GENERAL REGULATIONS

1. Since each class meeting is important, and the student is responsible for all of the work — including tests and assignments — of all class meetings, he is expected to attend all class meetings unless providentially hindered or representing the college.
2. The instructor is responsible for recording all absences, for excusing absences, and enforcing these attendance regulations.
3. Serious personal illness or accident and a death in the immediate family are valid excuses; normal contingencies, such as medical appointments, special occasions, and minor emergencies are not valid excuses. (Medical excuses should be signed by a physician or nurse.)
4. No absence without excuse is allowed at the time of an announced test or examination.

5. No absence without excuse is allowed in any laboratory work, and all laboratory work must be made up to the satisfaction of the instructor.
6. Three unexcused tardies count as an unexcused absence. (The student is responsible for clearing tardies with the instructor at the end of the class in which he was tardy.)
7. Being late more than fifteen minutes counts as an absence.
8. Failure to wait ten minutes from the beginning of the period for the arrival of the instructor counts as an absence.
9. For each unexcused absence in excess of that which is allowed below, the instructor may deduct three points from the student's semester grade in that course.
10. After the fourth unexcused absence in any course, the Registrar will be notified, and the student will be called in for counseling.
11. Credit will not be granted for any class in which absences exceed 25 percent. Maximum allowable absences from lecture periods for any reason(s) follow.

Class Meetings Per Week	Maximum Allowable Absences
1	3
2	7
3	11
4	15
5	18



1. For Certain Students: The following students are allowed no unexcused absences:

   (a) All freshmen in their first semester of study at Gardner-Webb College.

   (b) All students on academic probation.

   (c) Students with Quality Point Ratios less than 1.5.

2. For Juniors and Seniors Having a QPR of 2.0 or Above: To take care of normal contingencies — such as medical appointments, special occasions, and minor emergencies — a student is allowed two hours absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only four absences are allowed per semester.

   Any absence in excess of two hours per credit hour must be shown to be an unpreventable emergency.

3. For All Other Students: To take care of normal contingencies — such as medical appointments, special occasions, and minor emergencies — a student is allowed one hour absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only two absences are allowed per semester for each hour of credit in each class.

   Any absence in excess of one hour per credit hour must be shown to be an unpreventable emergency.

Chapel Attendance

Each student is required to attend Chapel each semester he is enrolled at Gardner-Webb College. Any exception to this rule must be approved by the Executive Vice President and Dean of the College. The student is allowed three absences per semester for which he is not accountable. Excuses for Chapel absences must be submitted to the office of the Executive Vice President and Dean of the College for approval. Excessive absences will cause the student to be subject to the loss of all academic credit for the current semester.

GRADING SYSTEM

Scale of Grades

	Hrs. Attempted per Credit Hour	*Quality Points per Credit Hour*
A — Excellent (95-100)	1	4
B — Above average (88-94)	1	3
C — Average (78-87)	1	2
D — Below average, passing (70-77)	1	1
F — Failure (below 70)	1	0
P — Passing	0	0
I — Incomplete	1	0
IP — In progress	0	0
W — Withdrew without penalty	0	0
WP— Withdrew passing	0	0
WF— Withdrew failing	1	0
UF — Withdrew unofficially	1	0
FA — Failure due to excessive absences	1	0

The **I** grade indicates that the student has not completed course requirements within the time limits of the term. It may be assigned only if the student has made arrangements with his instructor prior to the date of the final examination and only if the student has a valid excuse. Serious personal illness or accident and a death in the immediate family are valid excuses. An **I** automatically becomes an **F** unless course requirements are completed within the next semester and counts as an **F** in the student's QPR until it is completed.

The **W** is recorded for each course officially dropped through two weeks following the end of the mid-term grade report period in each given semester. After this, a **WP** or **WF** will be recorded for each course officially dropped. Students who officially withdraw from school and those who are suspended receive a grade of **WP** or **WF** depending on their progress in each course at the time of withdrawal or suspension.

A **UF** is recorded for all courses should a student drop out of school without following official withdrawal procedures. It is also recorded for individual courses which the student drops unofficially by non-attendance. Hours attempted with a grade of **UF** cannot be removed.

The **FA** grade is used to signify that the student's level of performance was passing, but credit could not be allowed because of excessive absences.

Quality Point Ratio

The student's general academic performance is indicated by his Quality Point Ratio, abbreviated QPR. This figure is determined by dividing attempted semester hours into earned quality points. Three Quality Point Ratios are significant for each student: the semester QPR; the QPR for work taken at Gardner-Webb;

and the overall QPR, which includes any work taken at other institutions and the student's work at Gardner-Webb.

Repeating Courses

A course with a grade of **D, F, I, WF,** or **FA** may be repeated. When a course is repeated, only the higher grade is counted in computing the Gardner-Webb and overall QPRs.

Examinations and Reports

Written examinations are required in every course at the end of each semester. Students who do not take these examinations at the scheduled time will receive a failing grade in that subject unless excused by the Executive Vice President and Dean of the College. If the student is excused, his grade will be recorded as Incomplete.

If a student is absent from a test which has been previously scheduled, he is given a grade of zero on that test and is not allowed a second test unless recommended by the teacher. A charge of $2.00 for a test and $5.00 for a final examination will be made unless the absence was for emergency reasons.

Reports of the student's progress are made at the end of each nine weeks. Summaries of these reports are given to the students at the end of each grading period. Parents are mailed mid-semester grades only if the student's progress for any given period is not satisfactory. Only the final semester grade is recorded on the student's permanent record.

RETENTION REQUIREMENTS

Retaining Membership In the Student Body

Students once admitted to the college, who meet all requirements for continuing in school, are considered members of the student body. However, it is the policy of the college to require each registered student to reaffirm annually his desire and intention to retain his membership in the student body. This is done through a special form of application and involves on the part of the college a re-evaluation of the characteristics demonstrated by the student during his enrollment at the college.

Filing of intention to return is expected by April 15. Advance deposits are required each semester as indicated in the Financial Section.

Students who are continuously enrolled at the college do not pay a re-application fee.

Retention Standards

These standards apply to all full-time students. Part-time students are expected to maintain satisfactory progress in class work and Quality Point Ratios. Their eligibility to continue in the college is determined by the Admissions Committee.

These standards will be applied at the close of each academic year to the student's Overall Quality Point Ratio. If a student's academic record is very poor, he may be asked to withdraw from the college.

Students subject to academic restriction, probation, or suspension may attend summer school at Gardner-Webb College in order to remove deficiencies. The records of those attending summer school elsewhere will not be reviewed prior to the fall semester, and those students will continue to be subject to these standards as they applied at the close of the academic year.

I. For Good Standing

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 18 hours.

B. The following minimum Quality Point Ratios must be attained and maintained for the attempted hours indicated.

1. 1-29 hours—1.2 QPR.
2. 30-59 hours—1.6 QPR.
3. 60 hours and above—2.0 QPR.

C. Any achievement below these standards will result in academic restriction, academic probation, or academic suspension.

II. For Academic Restriction

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 15 hours.

B. The following minimum Quality Point Ratios must be attained and maintained for the attempted hours indicated.

1. 1-29 hours—1.0 QPR.
2. 30-59 hours—1.4 QPR.
3. 60-89 hours—1.7 QPR.
4. 90 hours and above—1.9 QPR.

C. Any achievement below these standards will result in continued academic restriction, academic probation, or academic suspension.

III. For Academic Probation

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 15 hours, approved by the Executive Vice President and Dean of the College.
3. The student may not represent the college.
4. The student is allowed no unexcused class absences.

B. Conditions

1. Academic probation will result if the student does not attain good standing after being on academic restriction for two semesters and one summer.
2. Academic probation will result if a student who is subject to academic suspension is allowed to return. This includes:
   1) The student for whom academic suspension is waived because of a 2.0 QPR or above on his previous semester's work.
   2) The student allowed to return without a lapse of one regular semester.
   3) The student returning after a lapse of at least one regular semester.

IV. For Academic Suspension

A. Definition—The student is ineligible to return for one regular semester.

B. Conditions

1. Academic suspension may result if minimal standards for academic restriction are not attained or maintained.
2. Academic suspension may result if the student does not attain good standing after being on academic probation for two semesters and one summer.
3. Academic suspension may be waived on the condition that the student attains a 2.0 QPR or above on his previous semester's work.

GRADUATION REQUIREMENTS

Associate Degree Program

A minimum of 64 semester hours is required for graduation. Up to two semester hours of credit for attendance at Chapel may be applied toward the degree. Other than this, the regulations regarding Chapel are the same as in the Baccalaureate Program. All candidates for graduation are expected to take their last year, their final 30 semester hours, at Gardner-Webb College.

A student must have a minimum grade of **C** on each course required in the major field.

A minimum Quality Point Ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

Each student is responsible for fulfilling all requirements for the degree of his choice. A suggested four-semester plan is included for each to guide the student in course selection.

The student is also responsible for applying officially to the Registrar for his degree at the beginning of the term in which he expects to graduate.

All candidates for graduation are expected to be present at both the Baccalaureate and Commencement services. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

Baccalaureate Degree Program

A minimum of 128 semester hours are required for graduation. About 40% of the student's work should be junior and senior level courses. All candidates for graduation are expected to take their last year, their final 30 semester hours, in residence at Gardner-Webb College. Students transferring from junior colleges are required to complete a minimum of 64 semester hours in senior colleges or universities, with at least the final 30 semester hours at this institution.

A student must have a minimum grade of **C** on each course counted toward his Major.

A minimum Quality Point Ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

The student bears the final responsibility for the selection of his program and adherence to all published regulations and requirements of the college.

The student is responsible for fulfilling all requirements for the degree for which he is registered. Each student must fulfill all the Basic Course Requirements as approved by the Executive Vice President and Dean of the College or the Registrar and all the requirements for his Major, Supportive Studies, and Complementary Electives as approved by his departmental chairman. A transfer student is expected to complete at least one-half of his Major at Gardner-Webb College.

The student is also responsible for applying officially to the Registrar for his degree at the beginning of the term in which he expects to graduate.

All candidates for graduation are expected to be present at both the Baccalaureate and Commencement services. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

DEPARTMENTS OF INSTRUCTION

Baccalaureate Program

DEPARTMENT OF BIOLOGY, CHEMISTRY, AND GEOLOGY (see p. 64)

DEPARTMENT OF BUSINESS ADMINISTRATION (see p. 71)

DEPARTMENT OF EDUCATION (see p. 80)

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE (see p. 85)

DEPARTMENT OF FINE ARTS (see p. 89)

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE (see p. 99)

DEPARTMENT OF HEALTH EDUCATION AND PHYSICAL EDUCATION (see p. 105)

DEPARTMENT OF MATHEMATICS AND PHYSICS (see p. 110)

DEPARTMENT OF PSYCHOLOGY (see p. 114)

DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY (see p. 117)

DEPARTMENT OF SOCIAL SCIENCES (see p. 124)

Associate Degree Program

DEPARTMENT OF BUSINESS ADMINISTRATION (see p. 73)

DEPARTMENT OF NURSING (see p. 130)

Special Degree Program (see p. 133)

BACCALAUREATE PROGRAM DEGREES AND REQUIREMENTS

The degrees conferred are Bachelor of Arts and Bachelor of Science. The Bachelor of Arts degree is awarded to students majoring in Biblical Literature and Languages, English, French, History, Music, Religion, Religious Education, Social Science, and Spanish. A major in Biology, Business Administration, Early Childhood Education, General Science, Health Education and Physical Education, Intermediate Education, Mathematics, or Psychology leads to the Bachelor of Science degree. A B.S. degree in Medical Technology is awarded iin conjuction with the Bowman Gray School of Medicine.

GENERAL REQUIREMENTS FOR THE BACCALAUREATE DEGREE

I.	The Basic Course Requirements	40-52
II.	A Major in a specified area of concentration, minimum	30
III.	Supportive Studies in area(s) directly related to the Major, minimum	15
IV.	Complementary Electives in area(s) not directly related to the Major, minimum	15
V.	Free Electives to meet the graduation requirement of 128 semester hours	28-12
VI.	Chapel	0-4
	Total	128

Basic Course Requirements

All candidates for the Bachelor of Arts degree will complete the following required courses as specified in Group A. Prospective Bachelor of Science graduates may choose either Group A, B, or C. This option involves only the quantity of semester hours required in Foreign Language, Science, and Mathematics. The Foreign Language requirement may be satisfied by the completion of a Foreign Language course numbered 202 at this college, the transfer of an equivalent college course, or by competency in the language as determined by test. The number of required semester hours is dependent upon the number of high school language units earned by the student.



BASIC COURSE REQUIREMENTS	*Semester Hours Required* Group A	Group B	Group C
ENGLISH 101 and 102	6	6	6
HISTORY 101 and 102	6	6	6
RELIGION 101 and 102	6	6	6
SOCIAL SCIENCE Select any 6 hours from the following: Economics, History (201 and 202 preferred), Geography, Political Science, Psychology, and Sociology.	6	6	6
FINE ARTS Select from the following: Art 207, Art 301 (Early Childhood and Intermediate Education majors only), Music 125, Music 225, Music 226 (Music majors only), Theatre Arts 101, and Theatre Arts 214.	3	3	3
PHYSICAL EDUCATION Select from the following: Physical Education 101 and another course numbered between 102 and 206; Physical Education 108 and 109; and Physical Education 107 and 207 (Physical Education majors only).	2	2	2
FOREIGN LANGUAGE Select from the following: French 101, 102, 201, 202; German 101, 102, 201, 202; Greek 101, 102, 201, 202; Greek 101, 102, and Hebrew 301, 302; Hebrew 301, 302, 401, 402; Latin 101, 102, 201, 202; and Spanish 101, 102, 201, 202.	0-12	0	0
NATURAL SCIENCE Select from the following: Biology 101 and 102; Chemistry 101 and 102 or 104; Geology 101 and 102; Physics 201 and 202; and Science Education 101 and 102 (Early Childhood and Intermediate Education majors only). For secondary, special, and occupational teacher certification in any subject, Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	8	16 (2 sciences)*	8
MATHEMATICS Group C excludes Mathematics 103 and must include 3 hours above Mathematics 210.	3	3	9
TOTAL	40-52	48	46

* Physical Education majors will use Biology 203, 204, and Physical Education 405 as their second science.



Majors

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection should be made before the student begins his junior year. Each student is required to register his intention with the chairman of the department in which he wishes to major. The departmental chairman, upon granting permission to the student to pursue his chosen course of study, will communicate this information to the office of the Executive Vice President and Dean of the College.

When a student is accepted as a major, his academic counseling becomes the responsibility of the departmental chairman. He may delegate this responsibility to any member of his faculty for that period of time which best serves the interest of the student.

The student may not change his Major without the joint approval of the Executive Vice President and Dean of the College and the departmental chairmen concerned.

A student may be declared to have a double Major by meeting the requirements of a primary Major plus 30 hours in a secondary field as approved by the departmental chairman of the secondary Major. The two Majors would be mutually supportive or complementary as the case might be, but no course may be counted in both Majors. A student graduating with a double Major would receive only one degree, that of his primary Major.

Freshmen and Sophomores who are uncertain about the field of study they wish to major in may follow the program listed below during their first two years:

FRESHMAN

FIRST SEMESTER	*Semester Hours*	SECOND SEMESTER	*Semester Hours*
English 101	3	English 102	3
Foreign Language	3	Foreign Language	3
History 101	3	History 102	3
Mathematics (or Fine Arts)	3	Fine Arts (or Mathematics)	3
Physical Education	1	Physical Education	1
Religion	3	Religion	3
Chapel		Chapel	
	16		16

SOPHOMORE

Foreign Language	3	Foreign Language	3
Natural Science	4	Natural Science	4
Social Science	3	Social Science	3
Elective	3	Elective	3
Elective	3	Elective	3
Chapel		Chapel	
	16		16

Freshmen and Sophomores intending to pursue a Major in a scientific field not offered at Gardner-Webb, such as Engineering or Pharmacy, are advised to follow the two-year program listed below.

FIRST YEAR	*Semester Hours*	SECOND YEAR	*Semester Hours*
English 101, 102	6	Biology 101, 102 or Chemistry 101, 104	8
History 101, 102	6	Select one:	6-8
Foreign Language	6	Biology 203, 204	
Biology 101, 102 or Chemistry 101, 104	8	Chemistry 201, 202	
Mathematics 111, 112	6	Physics 201, 202	
Chapel	1	Mathematics 221, 222	
		Social Science Electives	6
		Foreign Language	6
		Physical Education	2
		Electives	3-6
		Chapel	1
Total	33	Total	34-35

Chiropractic colleges will accept two years of college credit provided it conforms to the following distribution:

English ..... 6 hours
Science ..... 20-40 hours
- Biology
- Chemistry
- Physics
- Mathematics

Social Studies ..... 10-20 hours
- History
- Economics
- Political Science
- Sociology
- Psychology

Humanities ..... 6-9 hours
- Literature
- Philosophy
- Religion
- Art
- Music

Supportive Studies, Complementary and Free Electives

Supportive Studies, in general, are courses chosen by the student in consultation with his faculty adviser which are closely related to, but not identical with, his Major. The purpose of these courses is to give a broad base of support to the student's Major or to his professional preparation. These courses may be taken from more than one area.

Complementary Electives are selected in the same manner as Supportive Studies. They are chosen from areas not closely related to the student's Major, and are intended to give breadth to his total academic experience.

The student is at liberty to select his Free Electives from any field of study.

Chapel

One semester hour of credit is given for two semesters' attendance at Chapel, and a maximum of four semester hours credit for Chapel may be applied toward the completion of the 128 hours required for graduation. Students who do not offer four hours credit for Chapel must complete the required 128 hours by taking additional hours credit.

Department of Biology, Chemistry, and Geology

Courses in Biology and Chemistry help to develop a better understanding of living things and the properties and chemical composition of the material world. Students majoring in this department may prepare for graduate study, for teaching, and for professional study in medicine, dentistry, pharmacy, optometry, medical technology, nursing, physical therapy, agriculture, and industry.

DEGREE REQUIREMENTS

The Bachelor of Science Degree With a Major in Biology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61)	40-52
Biology 101 and 102 are required and will satisfy the Natural Science requirement in Groups A and C. Chemistry 101 and 102 or 104 are also required if Group B is elected. Mathematics 111 is required and will satisfy the Mathematics requirement in Groups A and B. Mathematics 112 is also required if Group C is elected. German is the recommended Foreign Language.	
MAJOR	30
The Major requires 30 hours above Biology 101 and 102 including at least two semesters of Biology Seminar and a minimum of 8 hours of plant and 8 hours of animal biology.	
SUPPORTIVE STUDIES	15
Chemistry 101 and 102 or 104 are required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. The remaining hours may be taken in the Natural Sciences and Mathematics as approved by the faculty adviser. Chemistry 201 and 202 and Physics 201 and 202 are recommended.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128



Note: Nursing students may complete this degree with a minimum of 60 semester hours in addition to their required courses for the Associate in Arts degree. Nursing 101 and 102 may be counted as Supportive Studies, Nursing 290 as a Complementary Elective, and Nursing 201 and 202 as Free Electives.

The Bachelor of Science Degree
With a Major in Biology
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. German is the recommended Foreign Language. Biology 101 and 102 are required and will fulfill the Natural Science requirement in Groups A and C. If Group B is elected, Geology 101 and 102 must be taken, also. The Mathematics requirement in Groups A and B must be met by taking Mathematics 111. Mathematics 112 is also required if Group C is elected.	
MAJOR	30
The Major requires 30 hours above Biology 101 and 102. These courses should be selected to include the following areas: physiology, both cellular and general, morphology, behavior, genetics, growth and development, evolution, systematics, and ecology. At least two semesters of Biology Seminar are required.	
SUPPORTIVE STUDIES	15-22
Chemistry 101, 102 or 104, and Education 432 are required. Geology 101 and 102 are also required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. Any remaining hours may be selected from Mathematics and/or the Natural Sciences, as approved by the faculty adviser. Chemistry 201, 202, Physics 201, and 202 are recommended.	
COMPLEMENTARY REQUIREMENTS	29
Education 412, 422, 450, Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 81).	
FREE ELECTIVES	14-0
CHAPEL	0-4
Total	128-137

The Bachelor of Science Degree
With a Major in General Science

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61)	40-52
To satisfy the Natural Science requirement, those electing the Biology concentration must take Chemistry 101 and 102 or 104, those electing the Chemistry concentration must take Biology 101 and 102, and those electing Group B must take Physics 201 and 202, also. The Mathematics requirement must be met by taking Mathematics 111.	
MAJOR	32
The Biology concentration requires 24 hours of Biology, Geology 101, 102, and at least one semester of Biology Seminar.	
The Chemistry concentration requires 24 hours of Chemistry, Geology 101, 102, and at least one semester of Chemistry Seminar.	
SUPPORTIVE STUDIES	14
Physics 201 and 202* and Mathematics 112** are required. The remaining hours may be selected from Mathematics, the Natural Sciences, and/or Data Processing, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Areas not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	27-11
CHAPEL	0-4
Total	128

**Counted only in the Basic Course Requirements if Group B is elected.*
***Counted only in the Basic Course Requirements if Group C is elected.*

The Bachelor of Science Degree
With a Major in General Science
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. To satisfy the Natural Science requirement, those electing the Biology concentration must take Chemistry 101 and 102 or 104, those electing the Chemistry concentration must take Biology 101 and 102, and those electing Group B must take Physics 201 and 202, also. The Mathematics requirement must be met by taking Mathematics 111.	

MAJOR 32

The Biology concentration requires 24 hours of Biology approved by the faculty adviser, including at least one semester of Biology Seminar, and Geology 101 and 102.

The Chemistry/Physical Science concentration requires 24 hours of Chemistry approved by the faculty adviser, including at least one semester of Chemistry Seminar, and Geology 101 and 102.

SUPPORTIVE STUDIES 14

Physics 201 and 202*, Mathematics 112**, and Education 432 are required. Any remaining hours may be selected from Mathematics, the Natural Sciences, and/or Date Processing, as approved by the faculty adviser.

Chemistry 201 and 202 are recommended for the Biology concentration.

Mathematics 221 is recommended for the Chemistry/Physical Science concentration.

COMPLEMENTARY REQUIREMENTS 29

Education 412, 422, 450, Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 81).

FREE ELECTIVES 13-0

CHAPEL 0-4

Total 128-131

Counted only in the Basic Course Requirements if Group B is elected.
**Counted only in the Basic Course Requirements if Group C is elected.*



DESCRIPTION OF COURSES

BIOLOGY

101. General Biology. An introduction to the study of biology. Topics included are the chemistry and structure of the cell, molecular biology, evolution, genetics, reproduction, homeostasies, growth and development, and ecology. 3-2-4.*

102. General Biology. A study of representative organisms from each of the major groups, both plant and animal. 3-2-4.**

201. Invertebrate Zoology. A study of the structure, function, and taxonomy of the invertebrates. 3-3-4.

202. Vertebrate Zoology. A systematic study of the vertebrates, including morphology, physiology, taxonomy, behavior, and evolution. 3-3-4.

203, 204. Human Anatomy and Physiology. A study of the structure and functions of the human body. 2-2-3, 2-2-3.

206. Microbiology. A study of the fundamental aspects of microorganisms, with emphasis on the bacteria. 3-3-4

207, 208. Botany. The morphology, physiology, reproduction, and ecological relationships of plants. 3-2-4, 3-2-4.

210. Identification of Trees and Shrubs. 2-4-4.

301. Genetics. A study of the principles of heredity (including molecular and population genetics), their significance in human inheritance, plant and animal breeding, and evolution. 3-0-3.

391, 392, 491, 492. Seminar. Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and Seniors in 491, 492. Required for all majors. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

401. Cell Biology. The anatomy of cells, intercellular structures, tissues, and the physiological and molecular manifestations of each. 2-4-4.

402. Ecology. A study of life in relationship to the environment. The ecosystem approach is emphasized. Man's self-inflicted problems, such as pollution are investigated. Much field work is done. 3-2-4.

404. Vertebrate Embryology. A study of the developmental anatomy of the vertebrate from the formation and union of germ cells to birth. Prerequisite: Biology 201-202. 3-3-4.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

***Biology 101 and 102 or Departmental approval are prerequisite to all upper level courses.*

422. Biochemistry. (See Chemistry 422.) 3-3-4.

495, 496. Independent Study. Individual work planned to meet the need and interests of qualified students 0-Independent Study-3, 0-Independent Study-3.

CHEMISTRY

101, 102. General Chemistry. Introduction emphasizing fundamental laws and theories, atomic equilibria, nuclear and organic chemistry. Elements and compounds with periodic chart background. 3-3-4, 3-3-4.

104. General Chemistry and Qualitative Analysis. Lecture same as 102. About 75% laboratory cation-anion semi-micro procedures. Prerequisite: Chemistry 101. 3-3-4.

201, 202. Organic Chemistry. Aliphatic-aromatic series and derivatives. Laboratory involves typical compound preparations. Prerequisite: Chemistry 102 or 104. 2-4-4.

301. Analytical Chemistry. Volumetric analysis stressing acid-base and redox titrations. Gravimetric analysis. Problems. Prerequisite: Chemistry 102 or 104. 2-4-4.

302. Analytical Chemistry. Analysis applied toward industry, biochemistry, ecology. Instrumentation. Problems. Prerequisite: Chemistry 301. 2-4-4.

311. Geochemistry. An in-depth study of selected chemical principles that are fundamental to understanding of elemental formation, petrogenesis, chemical oceanography, and atmospheric studies. The cyclic nature of geochemical processes is stressed. Prerequisite: Chemistry 101 and 104. 3-0-3.

391, 392, 491, 492. Chemistry Seminar. Directed reading, study, and discussion designed to re-emphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and Seniors in 491, 492. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

401, 402. Physical Chemistry. Application of laws of physics and mathematics to chemistry. Kinetics and thermodynamics. Prerequisites: Chemistry 302 and Mathematics 222. 3-3-4, 3-3-4.

422. Biochemistry. A discussion of the kinds of compounds found in living organisms, their biochemical reactions and significance. The laboratory work parallels the classroom study. Prerequisite: Chemistry 201. 3-3-4.

495, 496. Independent Study. Individual work planned to meet the need and interests of qualified students. 0-Independent Study-3, 0-Independent Study-3.

GEOLOGY

101. Physical Geology. A survey of the nature and origin of minerals and rocks, volcanoes, earthquakes, soil, mountains, landscape, coastal features, and the geologic work of glaciers, streams, and wind. 3-2-4.

102. Historical Geology. A survey of geologic history of the earth as told by the rocks. Emphasis will be placed on the development of life throughout geologic time. Prerequisite: Geology 101. 3-2-4.

SCIENCE EDUCATION

101. Life and Physical Science (Early Childhood and Intermediate). This course is an introduction to the Physical Sciences with emphasis on Physics and Chemistry. For Elementary Education majors only. 3-3-4.

102. Life and Physical Science (Early Childhood and Intermediate). This course is an introduction to the Earth and Biological Sciences with emphasis on Geology, Astronomy, and Biology. For Elementary Education majors only. 3-3-4.

Department of Business Administration

The Department of Business Administration accepts candidates for the Bachelor of Science degree with concentrations in accounting, data processing, economics, management, office administration and procedures, transportation, and business education.

The major purposes of the Department are: (1) career preparation for business and office occupations, (2) to provide a foundation for continued study in graduate or professional schools, and (3) to contribute to the attainment of economic efficiency.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Business Administration

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61)	40-52
The Mathematics requirement must be met by taking Mathematics 103 or 3 hours of algebra. Economics 203 and 204, which are required, may satisfy the Social Science requirement.	
MAJOR	30
Business Administration 213, 214, 312, 316, 325, 411, and 412 are required except as noted below. The remaining hours may be selected according to the concentration chosen.	
SUPPORTIVE STUDIES	15
Business Education 307* and Economics 307 are required. The remaining hours may be selected according to the concentration chosen.	
COMPLEMENTARY ELECTIVES	15
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	

FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

*May be omitted by those students who show tested proficiency.

CONCENTRATIONS

The courses listed below may be elected in the Major, Supportive Studies, and Free Electives to lead to the designated concentrations.

Accounting
Business Administration 313, 314, 315, 425, 435, and 450.

Data Processing
Data Processing 201, 202, 301, 405, and 406.

Economics
Economics 301, 311, 315, 318, 411, 440, and 450. Business Administration 316 and 412 may be omitted in the Major.

Finance
Business Administration 330, 452, 460, Economics 301, 318, and 440.

Management
Business Administration 400, 416, 460, Economics 301, 311, and 318.

Office Administration and Procedures
Business Education 305, 306, 308, 403, 404, 405, 406, 407, and 408. Business Administration 316, 412, and Economics 307 may be omitted.

Transportation
Business Administration 305, 330, 460, Economics 303, 304, and 311.

During the freshman and sophomore years the student should complete Business Administration 213, 214, Economics 203, 204, Mathematics 103 or 3 hours of algebra, and Business Education 307.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Business Administration
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61)	40-52

Economics 203 and 204, which are required, will satisfy the Social Science requirement. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125 if Group B or C is elected. The Natural Science requirement must be fulfilled by taking Biology 101 and one of

the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.

MAJOR 30
Business Administration 213, 214, 312, 316, 325, 400, 411, Economics 307, 318, and Data Processing 201 are required.

SUPPORTIVE STUDIES 15
The concentration in Business Education requires Business Education 404, 405, 406, 407, and 408.
The concentration in Basic Business requires Business Administration 313, 401, 412, Economics 301, and Business Education 307. (Note: Six (6) semester hours of typewriting are required to be certified to teach typewriting in North Carolina.

COMPLEMENTARY REQUIREMENTS 35-36
The concentration in Business Education requires Business Education 403.
For teacher certification: Business Education 430, Education 412, 422, 450, Health 221, Psychology 201, 302, 303, 6 hours of literature (see p. 81), and 3 hours from one of the following areas: Anthropology, Geography, Political Science, and Sociology.

FREE ELECTIVES 8-0

CHAPEL 0-4

Total 128-137

In addition to its offerings in the Baccalaureate Program, this department offers the Associate in Arts degree in the two programs set out below. These courses of study are designed for that student who desires a well-rounded two-year program which will fit him for an effective career in the business world. However, any courses taken in a two-year program may be applied toward the Bachelor of Science degree.

DEGREE REQUIREMENTS

The Associate in Arts Degree
General Business

First Year

BA 213 Accounting Principles	3	BA 214 Accounting Principles	3
BA 101 Business Principles	3	ENG 102 Composition and World Literature	3
*BE 307 Typewriting	3	BA 325 Business Communications	3
ENG 101 Composition	3	Physical Education (see p. 105)	1
Physical Education (see p. 105)	1	Electives	6
Electives	3		
Total	16	Total	16

Second Year

BA 316 Principles of Management	3	ECO 204 Principles of Economics	3
BA 411 Business Law	3	PSY 201 General Psychology	3
BA 312 Corporation Finance	3	Religion 102 Introduction to the New Testament	3
ECO 203 Principles of Economics	3	Electives	7
Religion 101 Introduction to the Old Testament	3		
Electives	1		
Total	16	Total	16

**Business Education 307 may be omitted by those students who show tested proficiency.*

Secretarial Science

First Year

BA 101 Business Principles	3	BE 308 Typewriting	3
*BE 307 Typewriting	3	ENG 102 Composition and World Literature	3
ENG 101 Composition	3	Religion 102 Introduction to the New Testament	3
Religion 101 Introduction to the Old Testament	3	Physical Education (see p. 105)	1
Physical Education (see p. 105)	1	Electives	6
Electives	3		
Total	16	Total	16

Second Year

BA 213 Accounting Principles	3	BA 325 Business Communications	3
BA 411 Business Law	3	BE 404 Secretarial Practice	3
BE 403 Office Machines	4	BE 408 Typewriting	3
BE 407 Typewriting	3	Electives	7
Electives	3		
Total	16	Total	16

**Business Education 307 may be omitted by those students who show tested proficiency.*

DESCRIPTION OF COURSES

BUSINESS ADMINISTRATION

101. Business Principles. An introductory course in the organization, functions, operations, controls, and problems of business enterprises. 3-0-3.*

213, 214. Accounting Principles. Present day methods of establishing and interpreting business records and reports. 3-0-3, 3-0-3.**

305. Traffic Management. Use of transport services. Prerequisite: Economics 303. 3-0-3.

312. Corporation Finance. Principles governing financial operations and financial management of business enterprises. Prerequisite: Business Administration 214. 3-0-3.

313, 314. Intermediate Accounting. Analysis of problems and accounting principles of advanced accounting theory and application. Prerequisite: Business Administration 214. 3-0-3, 3-0-3.

315. Cost Accounting. An introduction to cost accounting and standard cost methods. Prerequisite: Business Administration 214. 3-0-3.

316. Principles of Management. Theory and practice of business organization and operations. 3-0-3.

325. Business Communications. Language skills for written and spoken communication in business. 3-0-3.

330. General Insurance. Fundamental principles of risk and risk bearing and the insurance mechanism as a method for reducing risk and sharing losses. 3-0-3.

400. Personnel Management. Principles and practices in personnel management relating to securing, training, retaining of employees. Prerequisite: Business Administration 316. 3-0-3.

401. Administrative Office Management. Presents the principles of office management, including its functions, office automation, planning, controlling, organizing, and actuating office problems. Prerequisite: Business Administration 316. 3-0-3.

403. Industrial Psychology. (See Psychology 403.) 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

***Business Administration 213 and 214 are prerequisites for upper level courses for Business Administration majors.*

405. Computer Augmented Accounting. (See Data Processing 405.) 3-0-3.

406. Advanced Computer Augmented Accounting. (See Data Processing 406.) 3-0-3.

411. Business Law. Legal principles in contracts, agency and negotiable instruments. 3-0-3.

412. Business Law. Legal principles in bailments, sales, partnerships, corporations, and real estate. Prerequisite: Business Administration 411. 3-0-3.

415. Advanced Cost Accounting. Covers accumulation of cost data and subsequent flow information. Also, budgeting, gross profit analysis, linear programming, and cost-volume-profit-analysis are covered. 3-0-3.

416. Industrial Management. Principles and practices in the management of industrial plants covering plant location and layout, materials handling, quality control, maintenance, and production control. Prerequisite: Business Administration 316. 3-0-3.

420. Internship in Business. Prerequisite: Junior standing and Departmental approval. 0-3 months-15.

425. Federal Income Tax. Analysis of personal income tax laws. Prerequisite: Business Administration 214. 3-0-3.

426. Federal Income Tax (Advanced). A continuation of Business Administration 425, taking up United States regulations of corporate, partnership, estate, trust, gift, and social security taxes. 3-0-3.

435. Advanced Accounting. Accounting for partnerships, consignments, installment sales, insurance, receiver's accounts, and annuities. Prerequisite: Business Administration 313. 3-0-3.

450. Auditing. Principles, techniques, and procedures, and legal responsibility of auditors. Prerequisite: Business Administration 314. 3-0-3.

452. Investments. Analysis of investment securities and objectives. Prerequisite: Business Administration 214. 3-0-3.

460. Government and Business. Governmental role in business regulation. 3-0-3.

470. CPA Practice Review. Designed to study the areas of accounting that usually appear on the Practice Section of the examination for becoming a Certified Public Accountant. 3-0-3.

490. Seminar in Business. Prerequisite: Senior standing. 3-0-3.

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

BUSINESS EDUCATION

305. Shorthand. Basic principles of Gregg Shorthand. 3-2-3.

306. Shorthand. Reviews basic principles with emphasis on new-matter dictation and transcription. 3-2-3.

307. Typewriting. Designed to give the student a command of the keyboard. 3-1-3.

308. Typewriting. Speed and accuracy on straight copy and production work is emphasized. 3-1-3.

403. Office Machines. Operating knowledge of the transcribing machine, adding, calculating, and posting machines. Prerequisite: Business Education 307, 308, or the equivalent. 3-3-4.

404. Secretarial Practice. Acquaints the student with secretarial duties in the office, including human relations, correspondence responsibilities, transmittal services, receptionist and telephone techniques, and filing procedures. Prerequisite: Business Education 308. Offered second semester. 3-0-3.

405, 406. Shorthand. Review of all shorthand theory and mechanics of grammar. Emphasis on ability to take dictation and transcribe it in acceptable form. Prerequisite: Business Education 306 or two semesters of shorthand. 3-2-3, 3-2-3.

407, 408. Typewriting. Designed to increase speed and improve efficiency in production work and straight copy. Prerequisite: Business Education 308. 3-1-3, 3-1-3.

430. Methods of Teaching Business. A study of the methods, techniques, and practices as applied to the teaching of business subjects in the secondary school. 3-0-3.

DATA PROCESSING

201. Basic Computer Systems Principles — Part I. This course is designed to acquaint the student with the basic components that make up a computer system and what each component contributes to the overall operation of such a system. The student will learn about the special codes in which data is represented inside computers as it is read in, stored, processed, and put out. The student learns what a data processing problem is, what constitutes a "solution" to such a problem, and how to use certain special tools associated with solving data processing problems. 3-0-3.

202. Basic Computer Systems Principles — Part II. A continuation of Data Processing 201 with special attention given to third and fourth generation hardware and software. The student will be introduced to three widely used programming languages: BAL, COBOL, and RPG. Business applications of the computer will be stressed (and the systems analysis underlying these applications) rather than scientific uses. Prerequisite: Data Processing 201. 3-0-3.

301. RPG Computer Programming — Part I. This course is designed to help students to create programs utilizing Report Program Generator Language and to determing the extent to which RPG may be helpful in business installations. Upon successful completion of the course, the student is able to:

1. Code specifications sheets.
2. Produce a spacing chart of any output report and/or summary records to be generated.
3. Select the coding approach that will result in the fewest generated program instructions.
4. Create the control cards required for the assembling and running of the RPG Program.

Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. Laboratory fee. 3-3-4.

302. RPG Computer Programming — Part II. A continuation of Data Processing 301 with special attention given to more advanced business and mathematical problems. The student learns to work with zero suppression, decimal alignment, and editing of a field. The student is assigned laboratory problems and one project. Prerequisite: Data Processing 301 or permission of Chairman of department. Laboratory fee. 3-3-4.

305. FORTRAN Computer Programming — Part I. Basic FORTRAN programming followed by applications using the computer to approximate integrals, to solve equations, systems of equations, and differential equations. Prerequisites: Mathematics 111, 112 and Data Processing 201, 202, or permission of Chairman of department. Laboratory fee. 3-3-4.

341. Computer Systems Fundamentals. In this course, the student will learn how to use the computer as a tool for solving problems. The student will learn that the problem has to be analyzed and fed into the computer in a certain way before the computer can begin solving it. The student learns standard techniques and procedures for reducing his data processing problem to a form that the computer can handle. Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. 3-0-3.

361. COBOL Computer Programming — Part I. This course is designed to help students to create programs utilizing the COBOL compiler and to determine the best possible solution to a given problem using many alternatives. Attention is given to basic programming concepts, flowcharting, documentation, addition, subtraction, multiplication, division, compute statements, final totals, comparing, condition names, heading-print overflow, minor totals, intermediate totals, major totals, and table lookup. Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. Laboratory fee. 3-3-4.

405. Computer Augmented Accounting. A course designed to introduce the student to the problem-solving capacity of the computer. The student, with no prior knowledge of programming, will call upon programs to journalize, post, and prepare reports. Prerequisite: Business Administration 214. 3-0-3.

406. Advanced Computer Augmented Accounting. A course that describes in simple and basic terms how the FORTRAN IV language may be used in the application of the computer to solve accounting and business problems. Prerequisite: Data Processing 405. 3-0-3.

421. PL/1 Computer Programming — Part I. Included in this course is the use of IBM Model 1130 Computer. The course is designed to acquaint the student with programming instruction, computer languages, writing a program, flow charting, paper tape, magnetic tape, and types of systems. The student learns the fundamentals of assignment statements, basic control statements, executable statements, non-executable statements, input, output, array expressions, attributes, block structure, operators, character sets and program definition. Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. Laboratory fee. 3-3-4.

461. COBOL Computer Programming — Part II. A continuation of Data Processing 361 with special attention given to more advanced business problems. The student will learn to work with magnetic tape sequential processing, sequential updating, indexed sequential access method, direct-access devices, indexed sequential access method-sequential retrieval, random updating, COBOL subroutines, overlays, binary search table lookup, and program writing techniques. Prerequisite: Data Processing 361. Laboratory fee. 3-3-4.

ECONOMICS

200. Free Enterprise Economics. Analysis of individual units and overall aspects of the Free Enterprise System. For *non-Business Administration* majors only. 3-0-3.

203. Principles of Economics. Theory of national income. 3-0-3.

204. Principles of Economics. Theories of market and market adjustments. Prerequisite: Economics 203. 3-0-3.

301. Money and Banking. Basic theories and analyses of money value and control. Prerequisites: Business Administration 214 and Economics 203-204. 3-0-3.

303. Economics of Transportation. Analysis of the function of transportation in business. Prerequisite: Economics 203-204. 3-0-3.

304. Motor Freight Transportation. Attention is given to business, social, and urban aspects of highway and automotive development. Prerequisite: Economics 303. 3-0-3.

307. Economic Statistics. Statistical methods as applied to economic and business data. Prerequisite: Mathematics 103 or 112. 3-0-3.

311. Labor Economics. Analysis of the labor market as affecting business and society. Prerequisite: Economics 203-204. 3-0-3.

315. Development of Economic Thought. Study and influence of the major schools of thought. Prerequisite: Economics 203-204. 3-0-3.

318. Marketing. A comprehensive analysis of the marketing system and the marketing processes. Prerequisite: Economics 203-204. 3-0-3.

411. Comparative Economic Systems. Analysis of the major economic systems. Prerequisite: Economics 203-204. 3-0-3.

440. Public Finance. Examination of governmental expenditures, sources of revenue, public credit, taxation, and fiscal policy. Prerequisite: Economics 203-204. 3-0-3.

450. International Trade. A study of the history and mechanisms of international trade. Prerequisite: Economics 318. 3-0-3.

460. Government and Business. (See Business Administration 460.) 3-0-3.

490. Seminar in Economics. Prerequisite: Senior standing. 3-0-3.

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

Department of Education

The Department of Education has as its primary responsibility the preparation of young men and women as elementary teachers, secondary teachers, and teachers in the special subject areas. Teacher training is recognized throughout the college as one of the important functions of the institution.

Within the framework of the liberal arts and sciences curricula, the Department of Education offers programs in early childhood (K-3), intermediate (4-9), and secondary education (9-12), which fulfill the requirements for a North Carolina Class A Certificate. The Department also offers a variety of courses that may be taken by career teachers for certificate renewal or self improvement. Specific emphasis is given to competency based experiences that will enable the prospective teacher to relate theory to practice through: (1) the understanding of human growth and behavior, (2) the promotion of professional and moral development, (3) an increased awareness of the duties and responsibilities of teaching, and (4) the preparation of the prospective teacher to become an integral, contributing member of his community.

TEACHER EDUCATION

Specific characteristics of the Teacher Education Program are:

1. Students are provided a variety of experiences during the freshman and sophomore years that enable them to make valid career choices relative to teaching.
2. Developmental laboratory experiences in area public schools are provided throughout the program.
3. Low faculty-student ratio enables the prospective teacher to receive personalized instruction and guidance.

4. Student teaching experiences are provided in a variety of settings including traditional self-contained classroom, open classroom, team teaching, and inter-institutional teaming of student teachers.

5. Specific emphasis is given to helping the prospective teacher develop the competencies needed to individually personalize instruction.

6. A post-student teaching follow-up is provided for each student.

7. Department of Education faculty assist the Placement Office in helping the prospective teacher locate suitable employment. Each student must file with the Placement Office during the first semester of the senior year.

8. The very active college chapter of the Student National Education Association provides a variety of opportunities for students to develop professional skills and relationships.

Students who plan to become teachers need to be aware of the following essential differences between the state certification requirements and the Basic Course Requirements of the college.

1. Two literature courses must be taken in addition to the basic requirement in English. The student's course of study should include English, American, and nonwestern Literature.

2. Health 221 (Personal and Community Health) is required of all prospective teachers in addition to the Physical Education requirement.

3. The six-hour Social Science elective must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology.

4. Art 207 (Art Appreciation) or Music 125 (Music Appreciation) is required to satisfy the Fine Arts requirement for prospective secondary teachers who elect Group B or C.

Each student who plans to seek teacher certification must file two applications with the Department of Education:

1. The Application for Admission to the Teacher Education Curriculum should be submitted by the beginning of the sophomore year.

2. The Application for the Student Teaching Program must be submitted by February 1 of the junior year. A fee is charged for late application.

The Teacher Education Committee is charged with the responsibility of processing all applications. To be admitted to the Teacher Education Curriculum, the student must meet the following requirements:

1. Be recommended by the department in which he is majoring.

2. Satisfactorily complete tests, including the STEP tests, as required by the Teacher Education Committee. (These tests, except the speech test, are given during orientation week and should be taken at the beginning of the student's sophomore year.)

3. Have exhibited good citizenship.
4. Be free of handicaps which might interfere with his effectiveness as a teacher.
5. Have attained and maintained the following minimum Quality Point Ratios for the attempted hours indicated.
   1) 1-29 hours — 1.5 QPR
   2) 30-59 hours — 1.8 QPR
   3) 60 hours and above — 2.0 QPR
6. Show promise of success as a future teacher.

To be eligible for acceptance in the Student Teaching Program, the student must meet the following requirements:

1. Have been admitted to a teacher education curriculum by the Teacher Education Committee.
2. Be eligible for graduation in May or August following completion of the Program.
3. Have achieved a cumulative grade point average of 2.0 at the time of making application to the Program.
4. Be recommended by the department in which he is majoring.
5. Present a certification of health clearance on the form provided by the Department of Education.
6. Have demonstrated professional interest in the field of education.

Formal approval will not be granted until all requirements have been met.

Each student must take the National Teacher Examinations.

To be recommended to the State Department of Public Instruction for teacher certification, the student must have completed all requirements for graduation from the college.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Early Childhood Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61)	40-52
Art 301, History 201, 202, Mathematics 203, Science Education 101 and 102 are required and will satisfy 20 hours of the Basic Course Requirements.	

MAJOR (Professional Educational) 30
Education 210, 310, 320, 345, 410, 420, 430, 450, and Education 230 or 312 are required.

SUPPORTIVE STUDIES (Required Subject Matter) 22
Art 302, Geography 101, Health 320, Music 345, 346, Physical Education 301, Political Science 202, and Sociology 320.

COMPLEMENTARY REQUIREMENTS 17
Health 221, Psychology 201, 301, 303, and 6 hours of literature (see p. 81).

FREE ELECTIVES 19-3

CHAPEL 0-4

Total 128

The Bachelor of Science Degree
With a Major in Intermediate Education

Semester Hours

BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61) 40-52
Art 301, Geography 101 (or Political Science 202), Mathematics 203, Science Education 101, 102, and Sociology 320 are required and will satisfy 20 hours of the Basic Course Requirements.

MAJOR (Professional and General Education) 30
Education 212, 310, 322, 340, 410, 420, 431, 450, and Education 230 or 314 are required.

SUPPORTIVE STUDIES (First Academic Concentration) 12-0
An academic concentration of at least 18 hours is required from one of the following: Health Education and Physical Education, Mathematics, Music, or Natural Science; or 24 hours from Language Arts or Social Science. Courses counted in the Basic Course Requirements, the Major, and Complementary Requirements will also count toward the concentration.

COMPLEMENTARY REQUIREMENTS 27
Health 221, 320, Mathematics 204, Music 345, Physical Education 301, Psychology 201, 302, 303, and 6 hours of literature (see p. 81).

FREE ELECTIVES 31-3
A second academic concentration is recommended.

CHAPEL 0-4

Total 128

The Bachelor's Degree
With Preparation for Secondary (9-12) Teacher Certification
(See the department of interest)

DESCRIPTION OF COURSES

101. Communication Skills. A course for the Gardner-Webb student who has a problem in reading great enough to interfere with his college work 2-2-3.*

200. Orientation to Teaching. Recommended for all sophomores who plan to teach on the K-3 or 4-9 level. Designed to help the student determine whether or not he really wants to be a teacher. 1-1-1

210. Reading (K-3). Involves the teaching of reading and related language arts from the kindergarten through the third grade. 3-0-3.

212. Reading (4-9). Involves the teaching of reading and related language arts in the intermediate grades. 3-0-3.

230. Language Arts in the Elementary School. Planning, teaching, and evaluating of language arts in the elementary school. 3-0-3.

304. Mathematics in the Elementary School. A practicum with major emphasis on the planning, teaching, and evaluating of mathematics in the elementary school. 2-2-3.

310. Materials and Media. Teaches educational equipment operation and the preparation, utilization, and evaluation of teaching aids and materials. 3-0-3.

312. Practicum in Reading (K-3). Provides experiences for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the K-3 level. Prerequisite: Education 210. 1-4-3.

314. Practicum in Reading (4-9). Provides experiences for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 4-9 level. Prerequisite: Education 212. 1-4-3.

320. Children's Literature (K-3). A critical study of classical and current books and materials for children on the K-3 level. Recommended prerequisite: Education 210. 3-0-3.

322. Children's Literature (4-9). A critical study of classical and current books and materials for children on the 4-9 level. Recommended prerequisite: Education 212. 3-0-3.

340. Middle School Curriculum. A study of the trends and organization of the curriculum with emphasis on design, implementation, and evaluation of experiences appropriate for the transescent learner. 3-1-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

345. Early Childhood Curriculum. A study of the design, implementation, and evaluation of child-centered experiences appropriate for the learner enrolled in a Nursery, Kindergarten, or Primary education setting. 3-1-3.

410. Social Foundations of Education. A study of the social, cultural, and philosophical influences upon the development of the child on the elementary level. 3-0-3.

412. Social Foundations of Education. A study of the social, cultural, and philosophical influences upon the development of the child on the secondary school level. 3-0-3.

420. History and Philosphy of American Education. A study of the origin and development of education in the United States for the elementary level. 3-0-3.

422. History and Philosophy of American Education. A study of the origin and development of education in the United States for the secondary level. 3-0-3.

430. Methods of Teaching (K-3). Provides and understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the K-3 level is required. 2-3-3.

431. Methods of Teaching (4-9). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the 4-9 level is required. 2-3-3.

432. Methods of Teaching (Secondary). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the secondary level is required. 3-1-3.

450. Student Teaching. An eight-week period of full-time supervised teaching at the appropriate level designed to provide the complete range of teacher's work and its interlocking relationships. 0-90 or more (total) - 6.

455. Supervising of Student Teachers. Designed to provide the public school teacher with means whereby she can better supervise her student teacher. Includes what the student teacher expects of the school and the supervising teacher and what they in turn may expect of the student teacher. 3-0-3.

495, 496. Independent Study. Individual study of a special subject under the guidance of an instructor whose specialty is appropriate. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

Department of English Language and Literature

The objectives of the English Department are to enable the student:

1. To think and write maturely and to follow a reading program designed toward that end.

2. To study literature as an expression of the ideas and emotions of great writers, and to develop a keen, critical appreciation of the form that expression takes.
3. To enjoy life culturally and more fully as a result of his literary experience.
4. To integrate his studies with world thought in order to comprehend and shape the contemporary scene.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree With a Major in English

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
MAJOR After English 101, 102, any ten courses, but must include English 402, two additional courses in British literature, and any two courses in American literature.	30
SUPPORTIVE STUDIES Select from the following: Any course(s) in Speech; Theatre Arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; Religion 302, 322, 323, 324; History 310, 312, 318, 322, 323, 337, 338; Philosophy 301; Greek 300, Latin 301, Hebrew 303. For others, consult adviser.	15
COMPLEMENTARY STUDIES Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	15
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree With a Major in English With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61) The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	40-52

MAJOR	33
After English 101, 102 (counted in the Basic Course Requirements), eleven courses, including English 244, 301,[1] 351,[2] 353, 362, and 402. Of the remaining five courses, two must be British; two American; and one a choice between British and American.	
SUPPORTIVE STUDIES	15
Education 412, 422, 432, and 450,[3] or select from the following: Any course(s) in Speech; Theatre Arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; Religion 302, 322, 323, 324; History 310, 312, 318, 322, 323, 337, 338; Philosophy 301; Greek 300, Latin 301, Hebrew 303. For others, consult adviser.	
COMPLEMENTARY REQUIREMENTS	11
Health 221 and Psychology 201, 302, and 303.	
COMPLEMENTARY ELECTIVES	15-6
Education 412, 422, 432, and 450,[3] or any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	26-1
CHAPEL	0-4
Total	128

[1]*Offered only in even-numbered fall semesters; alternates with 351.*
[2]*Offered only in odd-numbered fall semesters; alternates with 301.*
[3]*The Education Block Program is required and may be supportive or complementary, depending on the student's academic interests.*

DESCRIPTION OF COURSES

100. College Review of Grammar. Audio-tutorial programs: English Modular Mini-Courses. Individualized instruction through cassettes and response manuals. 3-1-3.*

101. Composition. Rhetoric, selected reading, mechanics as required. 3-0-3.

102. Composition and World Literature. Composition based upon themes and structure of significant world literature, ancient and modern, and including some non-western work(s). Prerequisite: English 101. 3-0-3.**

231. English Literature Survey. Representative writers from major literary periods to the present. 3-0-3.

232. American Literature Survey. Representative writers from the beginning to the present. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.
***English 101 and 102 are prerequisite to all upper-level courses.*

234. Black Literature. A study of black literature in America from Phyllis Wheatley to James Baldwin. Emphasis on Harlem Renaissance Writers, Richard Wright, Ralph Ellison, and later militant authors. 3-0-3.

235. Southern Literature. A study of selected works from Southern writers between William Byrd and Robert Penn Warren, including Edgar Allen Poe, Booker T. Washington, William Sydney Porter, Eudora Welty, Carson McCullers, Flannery O'Connor, and William Faulkner. 3-0-3.

244. World Literature. Masterpieces of world literature, excluding English and American; includes ancient and modern. 3-0-3.

301. Practicum in the Teaching of English. Lectures on the teaching of English in today's schools; laboratory work in area schools and in the English Department. 1-4-3.

306. American Renaissance. The age of Irving, Poe, Hawthorne, Melville, Emerson, Longfellow. 3-0-3.

307. Late Nineteenth Century American Literature. Beginning with Walt Whitman, the course includes poetry, fiction, and other prose of such writers as Mark Twain, Emily Dickinson, Stephen Crane, and Henry James. 3-0-3.

308. Twentieth Century British Literature. A study of the works of modern British writers such as James Joyce, D. H. Lawrence, Dylan Thomas, and Graham Greene. 3-0-3.

309. Twentieth Century American Literature. A study of the works of representative modern writers such as Ernest Hemingway, William Faulker, Robert Frost, Theodore Roethke, and Truman Capote. 3-0-3.

310. The American Novel from 1950 to the Present. Designed for majors and non-majors alike, the course surveys such modern authors as Saul Bellow, Joseph Heller, John Updike, Eudora Welty, and Vladimir Nabokov. 3-0-3.

311. Medieval Literature. Includes *Beowulf* and other Anglo-Saxon achievements; medieval drama, romance, poetry; the language of Chaucer and his *Canterbury Tales*. 3-0-3.

312. American Folklore. A study of the major genres of folklore in the United States; some field work in area folklore. 3-0-3.

315. Renaissance Literature. Poetry, drama, and selected prose of Shakespeare's contemporaries. 3-0-3.

316. The Age of Milton. Major poets and selected prose, with emphasis on *Paradise Lost*. 3-0-3.

318. Eighteenth Century Literature. Selected poetry, essays, novels, and drama; includes Pope, Swift, Johnson, Goldsmith. 3-0-3.

321. Romantic Literature. Major poetry of Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected prose. 3-0-3.

322. Victorian Literature. Poetry of Browning, Tennyson, Arnold, others; selected prose. 3-0-3.

343. The English Novel. Representative authors and types from the beginning to the present. 3-0-3.

351. Literary Criticism. Major critical approaches from Aristotle to the present. 3-0-3.

353. Development and Structure of the English Language. Origin, history; morphology and phonology; discussion of grammars and introduction to transformational grammar. 3-0-3.

362. Advanced Writing. Advanced composition and creative writing, as the student's interests dictate. Recommended for elementary and secondary teachers. 3-0-3.

402. Shakespeare. Approximately ten representative plays. 3-0-3.

491. Seminar in American Literature. Subjects change as needed and desired. Typical topics: Southern Literature; Contemporary Jewish and Negro American Writers; Naturalism, Faulkner. 3-0-3.

492. Seminar in English Literature. Subjects change as needed and desired. Typical topics: Humanism, Prosody. 3-0-3.

495, 496. Independent Study. Individual study of special subject under guidance of instructor in whose specialization topic lies. Application by request in semester prior to study, subject to departmental approval. 0-Independent Study-3, 0-Independent Study-3.

Note on Course Numbers: For all courses above 300, odd-numbered courses generally occur in the fall and even-numbered courses in the spring. Students planning to teach should plan courses ahead so as to allow for the Student Teaching Program in the spring semester of their senior year.

DEPARTMENT OF FINE ARTS

The Department of Fine Arts offers courses in Art, Music, Theatre Arts, and Speech. Its objectives are: (1) to stimulate a greater interest in and understanding of these areas not only for the student but the community as well, (2) to provide an opportunity to engage in creative activity as either spectator or participant, and (3) to offer courses of interest for all students and of the specialization for the major.

The Bachelor of Arts Degree With a Major in Music

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
The Fine Arts requirement must be met by taking Music 226. Students seeking teacher certification must satisfy the Social Science requirement by selecting courses from two of the following areas: Anthoropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201. Students seeking a concentration in Church Music must meet the Social Science requirement by taking Psychology 201 and 302.	
MAJOR	30
Applied Major, 12 hours; Music 105, 106, 205, 206 and 4 hours of Advanced Theory. All Music majors are required to participate in a performing group each semester in which he is enrolled as a Music major.	
SUPPORTIVE STUDIES	17-19
Applied Minor, 4 hours; Music 325, 326, 445, 446, 447, and 3 hours from Music 349, 455, 457, and 459. Church Music majors will include 2 additional hours of applied minor. See paragraph below for details.	
COMPLEMENTARY STUDIES	15-36
Select one of the following: 15 hours from courses not directly related to the Major, as approved by the faculty adviser. Suggested areas are: Secretarial Science, Religious Education, Art, Theatre Arts and Speech, etc. For teacher certification: Education 412, 422, 450, Health 221, Literature (6 hours; see p. 81), Music 245, 247, 248, 347, 348, Psychology 201, 303, and one of the following: 206, 301, or 302. Total: 36 hours. For Church Music: Music 365, 366, 457 (if not elected in Supportive Studies above), 465, 466, Psychology 303, Religion 333, and Religious Education 373. Total: 20-23 hours.	
FREE ELECTIVES	26-0
CHAPEL	0-4
Total	128-139

Piano Proficiency Examination. Each Music major will be expected to pass a piano proficiency exam as an integral part of the overall degree requirements; four hours of an applied minor have been set aside in the curriculum for this purpose. Should a student not achieve the desired proficiency at the end of four semesters, he will be expected to enroll in piano for credit until such proficiency is acquired. Details as to the specific requirements of the piano proficiency examination may be obtained from the Chairman of the Department of Fine Arts.

No student will be permitted to enroll in the Block Program of professional education courses for teacher certification until satisfactorily passing this examination.

Church Music Major. Students pursuing a Major in Church Music should be aware of the following:

While participation in a performance group is required each semester of full-time enrollment, at least four semesters must be in a choral organization.

The applied major is to be chosen from organ, piano, or voice.

The applied minor in the Supportive Studies is to be 6 semester hours; these are to be elected as follows: for organ majors: 4 hours of voice and 2 hours of piano, or 6 hours of voice; for piano majors: 4 hours of voice and 2 hours of organ; for voice majors: 4 hours of piano and 2 hours of applied elective. Application is to be made with the Department of Fine Arts the semester prior to enrollment in the Church Music Administration and Field Work course for admission to this course. To be admitted the student must: be recommended by the Department; have exhibited good Christian character and citizenship; be free of handicaps which might interfere with his effectiveness as a church musician; be in good standing academically according to the college retention policy; and have demonstrated genuine interest in the field of church music.

Art

The Department of Fine Arts offers courses in art appreciation to fulfill the liberal arts philosophy of a well-rounded student. These courses are designed to give the student an intelligent appreciation and understanding of the great works of art and of the great creative minds that shaped western civilization. In addition to art appreciation, courses are offered in applied art for teacher certification and for election.

DESCRIPTION OF COURSES

203. Introduction to Applied Art. A study of the underlying principles basic to all forms of visual organizations. Experiments with technique and materials to develop creative concepts of the visual vocabulary of color, line, texture, plane and volume, value and space. 1-4-3.*

205. Crafts. An introduction to craftwork. This includes projects in studio work in handicrafts and consisting of sculpture ceramic, carving, mosaics, leather craft, rug hooking, mat weaving, metal enameling, etc. 0-6-3.

207. Art Appreciation. A survey of the field of art designed to give the student an intelligent appreciation and understanding of the great works of art and great creative minds that shaped Western civilization. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

301. Art Skills and Appreciation. The course will consist of two studio hours in skills appropriate for elementary school. The studio hours will be complemented by two hours of lecture in art appreciation. 2-2-3.

302. Art Education Materials (Skills). This course consists of three studio hours of art skills appropriate for the early childhood grades. The studio hours will be complemented by one hour of lecture pertaining to the creative development of early childhood. 1-3-3.

304. Basic Drawing and Painting. Practice in drawing and painting and the study of composition, light and shadow relationships, and the rendering of texture and form. Media: charcoal, oil, gouache, and water-color. Prerequisite: Art 203. 0-6-3.

305. Arts and Crafts in the Elementary School. Exploration into the functional use of art and craft materials, techniques and projects appropriate for elementary grades. 2-2-3.

306. Sculpture. A study of the elements of three dimensional form using clay, plaster and wood as a means of expression. The course will include techniques and practice in modeling, casting and carving. 0-6-3.

308. Ceramics. An introduction to ceramics with techniques and practice in pinch pot, slab and coil-building methods. The course includes practice in decorating, glazing and firing. 0-6-3.

309. Technical Problems in Ceramics. This course is designed for art and industrial art majors and is concerned with the technical problems involved in making ceramics. 1-4-3.

400. Modern Art History. A survey of the creative activity of Western man from neo-classic to contemporary art. 3-0-3.

495. Independent Study. A specialized course for elementary teachers who have selected art for their eighteen (18) hours of concentration. The student selects individual projects or problems in one area from painting, sculpture and ceramics. Admission on approval of chairman. 0-6-3

Music

Courses are offered in the field of music to train the student in the essentials of musicianship; to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and secular music may be maintained at a high standard of quality; and to prepare the student for advanced professional training, a teaching career, or the ministry of music in churches.

The Opera Workshop was begun for interested students in the fall of 1969. The laboratory in operatic training is so organized as to permit the young singer to progress from small parts through work in Chamber Opera to larger roles in standard works.

Key to numbering of courses in Music:

The first digit denotes the level of study: 0–Preparatory; 1–Freshman; 2–Sophomore; 3–Junior; 4–Senior.

The second digit identifies the area of study: 0–Music Theory; 2–Music History and Literature; 4–Music Education; 6–Church Music; 7–Performance Groups.

The third digit designates the semester in which the course is usually offered: Odd numbers for the fall semester and even numbers for the spring semester. However, there are some courses that are offered each semester.

In addition, the second digit for all applied music course numbers signifies the medium of performance: 0–Piano; 1–Voice; 2–Organ; 3–Brass; 4–Woodwinds; 5–Strings; 6–Percussion. The third digit indicates the amount of credit earned in applied music: one hour credit if the course number ends in 1; two hours credit if the course number ends in 2; three hours credit if the course number ends in 3; four hours credit if the course number ends in 4.

DESCRIPTION OF COURSES

APPLIED MUSIC

Piano:
001. Preparatory Piano. ½-3-0.*
002. Preparatory Piano. 1-6-0.
101. Lower Division Piano. ½-3-1.
102. Lower Division Piano. 1-6-2.
301. Upper Division Piano. ½-3-1.
302. Upper Division Piano. 1-6-2.
303. Upper Division Piano. 1-9-3.
304. Upper Division Piano. 1-12-4.

Voice:
011. Preparatory Voice. ½-3-0.
012. Preparatory Voice. 1-6-0.
111. Lower Division Voice. ½-3-1.
112. Lower Division Voice. 1-6-2.
311. Upper Division Voice. ½-3-1.
312. Upper Division Voice. 1-6-2.
313. Upper Division Voice. 1-9-3.
314. Upper Division Voice. 1-12-4.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

Organ:
021. Preparatory Organ. ½-3-0.
022. Preparatory Organ. 1-6-0.
121. Lower Division Organ. ½-3-1.
122. Lower Division Organ. 1-6-2.
321. Upper Division Organ. ½-3-1.
322. Upper Division Organ. 1-6-2.
323. Upper Division Organ. 1-9-3.
324. Upper Division Organ. 1-12-4.

Brass:
031. Preparatory Brass. ½-3-0.
032. Preparatory Brass. 1-6-0.
131. Lower Division Brass. ½-3-1.
132. Lower Division Brass. 1-6-2.
331. Upper Division Brass. ½-3-1.
332. Upper Division Brass. 1-6-2.
333. Upper Division Brass. 1-9-3.
334. Upper Division Brass. 1-12-4.

Woodwinds:
041. Preparatory Woodwinds. ½-3-0.
042. Preparatory Woodwinds. 1-6-0.
141. Lower Division Woodwinds. ½-3-1.
142. Lower Division Woodwinds. 1-6-2.
341. Upper Division Woodwinds. ½-3-1.
342. Upper Division Woodwinds. 1-6-2.
343. Upper Division Woodwinds. 1-9-3.
344. Upper Division Woodwinds. 1-12-4.

Strings:
051. Preparatory Strings. ½-3-0.
052. Preparatory Strings. 1-6-0.
151. Lower Division Strings. ½-3-1.
152. Lower Division Strings. 1-6-2.
351. Upper Division Strings. ½-3-1.
352. Upper Division Strings. 1-6-2.
353. Upper Division Strings. 1-9-3.
354. Upper Division Strings. 1-12-4.

Percussion:
061. Preparatory Percussion. ½-3-0.
062. Preparatory Percussion. 1-6-0.
161. Lower Division Percussion. ½-3-1.
162. Lower Division Percussion. 1-6-2.
361. Upper Division Percussion. ½-3-1.
362. Upper Division Percussion. 1-6-2.
363. Upper Division Percussion. 1-9-3.
364. Upper Division Percussion. 1-12-4.



MUSIC THEORY

105, 106. First Year Theory. Introduces primary and secondary triads, four-part writing procedures with suitable ear training, sight singing, and keyboard assignments. Covers various aspects of musical form such as melody, tension and relaxation, and phrase structures through simple part forms. 3-2-4, 3-2-4.

205, 206. Second Year Theory. The integrated study of chromatic harmony and modulation to all keys. A continuation of areas begun in First Year Theory with additional emphasis on analysis and composition in smaller forms. 2-2-3, 2-2-3.

305, 306. Third Year Theory. Further examination of linear writing and combination of contrapuntal voices. Music score studies in larger structural forms as rondo, variation, sonata, etc., through the twentieth century with harmonic analysis in all periods of music history. 2-0-2, 2-0-2.

MUSIC HISTORY AND LITERATURE

125. Music Appreciation. A course in the elements of music and music literature for the non-Music major, with special emphasis on listening and the ability to recognize themes from various compositions. Some concert attendance will be required. 3-0-3.

225. European Music Study Tour. Emphasizes the history of European music and its cultural environment through travel to major historical European music centers; papers, lecture attendance, and European concert attendance will be required. 3-½-3.

226. Music Literature. An introductory listening course for the Music major leading to the study of the history of music. 3-0-3.

325, 326. Music History I, II. A study of the history of Western music, from its beginnings through the contemporary period. 3-0-3, 3-0-3.

MUSIC EDUCATION

145, 146. Piano Class I, II. Group instruction of piano for beginning students. Materials appropriate for accompanying, improvisation, sight-reading, and transposition are included. Special fee. 2-3-1, 2-3-1.

147, 148. Voice Class I, II. Two semesters of progressive study designed for the student desiring a basic knowledge of voice production in speech and song. Special fee. 2-3-1, 2-3-1.

245. Brass and Percussion Class. Elementary instruction in the techniques of playing instruments in the brass and percussion families. Individual competencies will be stressed on instruments of the percussion group; ensemble experience including playing, arranging, and conducting will be stressed in the brass group. Open to all students. 2-1-1.

247. Strings Class. Elementary instruction in the techniques of tone production of instruments in the strings family. Open to all students. 2-1-1.

248. Woodwinds Class. Elementary instruction in the techniques of tone production of instruments in the woodwinds family, both single reed and double reed. Open to all students. 2-1-1.

345. Music Foundations for the Classroom Teacher. Provides background in theory and music appreciation for classroom teachers. No previous experience necessary. Includes piano and autoharp chording, singing, fundamentals, and recorder. Survey of music history from Baroque to present day. 3-0-3.

346. Music Methods for the Classroom Teacher. Practical application of skills acquired in Music 345. Examination of basal music series, plus outside reading. Expanded experience with instruments. Actual teaching experience in local school and kindergarten. 3-0-3.

347. Music Education in the Elementary School. Materials and methods for music specialists. Teaching and supervision of music program for elementary schools, based on developmental knowledge of music concepts through musical activities. 2-0-2.

348. Music Education in the Secondary School. Materials and methods for the development of music programs for junior and senior high schools, including techniques for general music, instrumental, and vocal classes. 2-0-2.

349. Instrumental Methods and Literature. The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Marching band techniques and problems in staging shows for special events are included. 3-0-3.

445. Conducting Fundamentals. Introductory course in conducting. 1-1-1.

446. Choral Conducting. Conducting and rehearsal techniques applied to actual conducting experience in class and college choral performing groups. 2-0-2.

447. Instrumental Conducting. Conducting patterns and techniques as applied to various combinations of instruments from small ensembles to symphonic band and orchestra. Instrumental performing groups will serve as laboratory groups. 1-0-1.

455. Piano Pedagogy and Literature. Methods and materials appropriate for group and private instruction of adults and children with discussion of the related problems. Detailed analysis of piano literature in each historic period required. 2-2-3.

457. Vocal Pedagogy and Literature. A study of methods and materials for the teaching of private and class voice. Evaluation of vocal literature for elementary and advanced student. 2-2-3.

459. Organ Pedagogy and Literature. A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. 2-2-3.

CHURCH MUSIC

265. Introduction to Church Music. The organization and administration of the total musical program of the church; special emphasis on the duties of the Minister of Music. Open to all students. No musical knowledge required. 3-0-3.

365. Church Choir Methods and Materials I. A study of how to direct preschool and children's church choirs. Emphasis will be placed on learning characteristics and methods, sources, and choir literature for teaching musical and Christian concepts. 2-½-2.

366. Church Choir Methods and Materials II. Same as Music 365 except for older children, youth, and adult church choirs. 2-½-2.

465. Hymnology. A study of music in worship and of hymn texts, tunes, and congregational singing in Christian churches from its beginning through the contemporary period. 3-0-3.

466. Church Music Administration. Practical study of organization and administration of a church music program emphasizing staff relationships, outreach, and choirs. Open to all students. 3-0-3.

467. Field World in Church Music. Laboratory in area church(es) where the student observes and participates in the church music program. May be taken only concurrently with or after completing Music 466. Open to non-Music majors with the permission of the instructor. 0-2-1.

PERFORMANCE GROUPS

175, 375. College Chorus. A large choral group which prepares programs of sacred and secular music for presentation on campus and in area churches and schools. At least one major oratorio or cantata is performed annually. 0-3-1, 0-3-1.

176, 376. Chamber Chorus. A small group of selected mixed voices which performs sacred and secular music on and off campus. Combined with other campus choral groups, it performs two major works annually, usually one with orchestra. 0-3-1, 0-3-1.

177, 377. Choral Ensemble. A mixed chorus of select voices determined by auditions held at the beginning of the school year. The Choral Ensemble is the official touring choir of the college. Open to all students in good standing. 0-3-1, 0-3-1.

185, 385. Bulldog Band. Prior instrumental ensemble experience is desired before enrolling. The Bulldog Band is the official pep band for all college athletic functions. 0-3-1, 0-3-1.

186, 386. Orchestra. Offered in the evening school and open to all students at the college as well as residents of the community. Advance approval of the director required. 0-2-1, 0-2-1.

187, 387. Accompanying. Students accepted by audition, on recommendation of the music faculty, to serve as accompanists under supervision. 0-3-1, 0-3-1.

INDEPENDENT STUDY

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

Theatre Arts and Speech

Two major objectives are sought in the offering of courses in the areas of Theatre Arts and Speech. These are: (1) to promote the individual's effective oral communication of his ideas, attitudes, and concepts in today's complex social structure, and (2) to provide a study of theatre arts and speech as creative arts.

DESCRIPTION OF COURSES

THEATRE ARTS

101. The Art of the Drama. Drama as an artistic, literary form and its production. 3-0-3.*

201. Stagecraft I. The construction and painting of scenery and properties. 2-3-3.

202. Stagecraft II. Lighting, costuming, and make-up. 3-1-3.

203. Applied Theatre. Participation in college productions. (No more than 4 credits.) 0-Productions-1.

211. Fundamentals of Acting. The basic techniques of movement, gesture, and facial expressions in character interpretation. 3-0-3.

214. Theatre Art in the Mass Media. The art of the stage, film, radio, and television. 3-0-3.

301. Religious Drama. 3-0-3.

313. British Drama. Significant drama of England and Ireland from the medieval period to the present. 3-0-3.

314. American Drama. Significant drama of the Twentieth Century. 3-0-3.

315. World Drama. Significant world drama from the Greeks to the present. 3-0-3.

401-402. Directing. Analysis of the problems of the director-producer, the preparation of prompt books, and the production of short plays. 3-0-3, 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

102. Public Speaking. The preparation and presentation of public address. 3-0-3.

201. Announcing for Broadcasting. 1-4-3.

207. Voice and Diction. Advanced study of the vocal organs and their functions, the International Phonetic Alphabet, and vocal characteristics. (Alternate with 305). 3-0-3.

305. Oral Interpretation. The re-creating for a listening audience of the intended meaning of the printed page. 3-0-3.

Department of Foreign Languages and Literature

The objectives of ancient language training are:

1. To teach students to read and to translate the language(s) chosen, with greater emphasis on translation.
2. To create an awareness of the relationship of our own languages and culture to some of those of earlier times, especially Greek, Hebrew, and Latin.
3. To provide the background for a more thorough understanding of the composition, nature, and context of the Bible.
4. To offer the experiences, discipline, and technical knowledge needed for in-depth study and research in the Bible in the original languages for private, seminary, or other graduate study.

The objectives of modern foreign language training are to assist the student:

1. To gain an understanding of the culture, civilization, and literature of another people.
2. To develop an awareness of the relation of our own language and culture to those of another country.
3. To understand, without translating, the modern foreign language as spoken and written by natives.
4. To speak and to write the modern foreign language in a manner acceptable and intelligible to native speakers.

Students who have had two years of a foreign language in high school may begin with course 201 if they continue in that language.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in French

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
MAJOR French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.	30
SUPPORTIVE STUDIES English Literature, another Foreign Language, History, Linguistics, Advanced English Grammar and Composition.	18
COMPLEMENTARY ELECTIVES Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	18
FREE ELECTIVES	22-6
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in French
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61) The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	40-52
MAJOR French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above the elementary level.	30
SUPPORTIVE STUDIES (Professional Education) Education 412, 422, 432, and 450.	15
COMPLEMENTARY REQUIREMENTS Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 81).	17
FREE ELECTIVES	26-10
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Spanish

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
MAJOR Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	30
SUPPORTIVE STUDIES English Literature, another Foreign Language, History, Linguistics, and Advanced English Grammar and Composition.	18
COMPLEMENTARY ELECTIVES Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	18
FREE ELECTIVES	22-6
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Spanish
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61) The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	40-52
MAJOR Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	30
SUPPORTIVE STUDIES (Professional Education) Education 412, 422, 432, and 450.	15
COMPLEMENTARY REQUIREMENTS Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 81).	17
FREE ELECTIVES	26-10
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

ARAMAIC

401, 402. Elementary Aramaic. An inductive approach to the study of the grammar, syntax, and vocabulary of biblical Aramaic while translating portions of the Old Testament. Prerequisite: Hebrew 301-302. 3-0-3, 3-0-3.*

FRENCH

101, 102. Elementary French. 3-0-3, 3-0-3.

201, 202. Intermediate French. Prerequisite: French 102 or two units of high school French or its equivalent. 3-0-3, 3-0-3.

203, 204. French Literature in Translation. Representative selections of French Literature in English translation. Lectures, class discussion, and reports, oral and written. (No knowledge of French required.) 3-0-3, 3-0-3.

301, 302. Advanced French Grammar, Composition, and Conversation. Oral and written work in the language with training in the acquisition of an active, idiomatic French vocabulary. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of French Literature. The literature of France from the Old French period to the present. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

305, 306. French Civilization. French history and civilization from early times to the present. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

307, 308. French Literature of the Nineteenth Century. Reading and discussion of selected works. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

309. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: French 201-202 or its equivalent. 3-0-3.

311, 312. French Conversation Abroad. Extensive formal and informal training in French conversation in a living French setting. Offered as a summer program only in a French-speaking country. Lecture-Travel-3, Lecture-Travel-3.

313, 314. French Literature of the 20th Century. Reading and discussion of selected works. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

401, 402. Reading and Research. Extensive reading of French literature. Study of bibliography and research techniques. Open to outstanding Seniors by permission of the Department. 3-0-3, 3-0-3.

430. Methods of Teaching French. Special consideration is given to methods, materials, and techniques of teaching French. Required of all students planning to teach French in grades 9-12. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

495, 496. Independent Study. Designed to enable a Senior or Junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

GERMAN

101, 102. Elementary German. 3-0-3, 3-0-3.

201, 202. Intermediate German. Prerequisite: German 102 or its equivalent. 3-0-3, 3-0-3.

GREEK

101, 102. Elementary New Testament Greek. A study of Koine Greek. 3-0-3, 3-0-3.

201, 202. Intermediate New Testament Greek. Prerequisite: Greek 101-102. 3-0-3, 3-0-3.

300. Greek Civilization. A social and intellectual history of the Greeks and their contributions to civilization as reflected in their historical and literary works. (No knowledge of a foreign language is required.) 3-0-3.

301, 302. Advanced New Testament Greek. Selections in the Pauline Epistles. Prerequisite: Greek 201-202. 3-0-3, 3-0-3.

495, 496. Independent Study. Selections from all books of the New Testament. Prerequisite: Greek 301-302. 0-Independent Study-3.

HEBREW

301, 302. Elementary Hebrew. A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament, with the translation of simple texts during the second semester. 3-0-3, 3-0-3.

303. Jewish Civilization. A social and intellectual history of the Jews and their contributions to civilization, from c. A. D. 135 to the present, as reflected in historical and literary works. (No knowledge of foreign language is required.) 3-0-3.

401, 402. Intermediate Hebrew. The translation of selected portions of the Old Testament with special emphasis on vocabulary and grammatical and syntactical analyses. Prerequisite: Hebrew 301-302. 3-0-3, 3-0-3.

LATIN

101, 102. Elementary Latin. 3-0-3, 3-0-3.

201, 202. Intermediate Latin. Prerequisite: Latin 101-102. 3-0-3, 3-0-3.

301. Roman Civilization. A social and intellectual history of the Romans and their contributions to civilization as reflected in their historical and literary works. (No knowledge of foreign language is required.) 3-0-3.

SPANISH

101, 102. Elementary Spanish. 3-0-3, 3-0-3.

201, 202. Intermediate Spanish. Prerequisite: Spanish 102 or two units of high school Spanish or its equivalent. 3-0-3, 3-0-3.

203, 204. Masterpieces of Spanish Literature in Translation. Selected Spanish literary works studied in translation. (No knowledge of Spanish required.) 3-0-3, 3-0-3.

301, 302. Advanced Spanish Grammar, Composition, and Conversation. Oral and written work in the language with training in the acquisition of an active, idiomatic Spanish vocabulary. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of Spanish Literature. The literature of Spain from the earliest periods to the present. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

305. Spanish Civilization. Spanish history and civilization from early times to the present. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3.

306. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3.

307, 308. Introduction to Modern Spanish Literature. Reading and discussion of selected works. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

311, 312. Spanish Conversation Abroad. Extensive formal and informal training in Spanish conversation in a living Spanish setting. Offered as a summer program only in a Spanish-speaking country. Lecture-Travel-3, Lecture-Travel-3.

401, 402. Reading and Research. Extensive reading of Spanish literature. Study of bibliography and research techniques. Open to outstanding Seniors by permission of the Department. 3-0-3, 3-0-3.

430. Methods of Teaching Spanish. Special consideration is given to methods, materials, and techniques of teaching Spanish. Required of all students planning to teach Spanish in grades 9-12. 3-0-3.

495, 496. Independent Study. Designed to enable a Senior or Junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

Department of Health Education and Physical Education

The Department of Health Education and Physical Education believes that it makes a unique contribution toward fulfilling the purpose of Gardner-Webb College. The Department offers a program to promote the total fitness of all students. The physical, mental, emotional, social, and spiritual growth of the individual is stressed in all areas. The major purposes of the Department are: (1) to prepare persons for careers in Health Education and Physical Education through its professional program, (2) to provide an activity program which will contribute to the liberal education of each student by emphasizing lifetime sports, and (3) to provide wholesome recreational and professional opportunities for the students, faculty, and staff.

Every regularly enrolled student at Gardner-Webb College is required to earn a minimum of two semester hours credit in Physical Education. Physical Education 101 is required of all students with the following exceptions: (1) for students with medical excuses Physical Education 108 and 109 may be substituted, and (2) Physical Education majors will take Physical Education 107 and 207. All Physical Education students are expected to wear regulation uniforms which may be purchased from the College Bookstore.

Every Physical Education major must maintain a satisfactory level of physical fitness as determined by the Gardner-Webb College Physical Fitness Test.



The Bachelor of Science Degree
With a Major in Health Education and Physical Education
With Preparation for Teacher Certification (K-12)

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B is recommended. See p. 61)	48
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 203, 204, Physical Education 405 (or Physical Education 406), and Chemistry 101, Physics 103, or Physics 201 are required and will satisfy the Natural Science requirement.	
MAJOR	30
General Theory .....9 Physical Education 211, 408, and 409.	
Theory .....13 Physical Education 301, 331, 341, 342, and 402.	
Health Education ..... 8 Health Education 321, and 5 hours from 222, 223, 415, 416, and 431.	
SUPPORTIVE STUDIES (Professional Education) Education 412, 422, 450, and Physical Education 430.	15
COMPLEMENTARY REQUIREMENTS Psychology 201, 302, 303, and 6 hours of literature (see p. 81).	15
COMPLEMENTARY ELECTIVES (Second Teaching Field) Every Health Education and Physical Education major should have a second teaching field. This area of study is to be approved by the faculty adviser.	8-15
FREE ELECTIVES	12-1
CHAPEL	0-4
Total	128

The Bachelor of Science Degree
With a Major in Health Education and Physical Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B is recommended. See p. 61)	48
The Social Science requirement must be taken from two of the follow-	

ing areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 102, 203, 204, and Physical Education 405 (or Physical Education 406) are required and will satisfy the Natural Science requirement.

MAJOR	30
General Theory Physical Education 211, 408, and 409.	9
Theory Physical Education 301, 331, 341, 342, and 402.	13
Health Education Health Education 321, and 5 hours from 222, 223, 415, 416, and 431.	8
SUPPORTIVE STUDIES Select from: Biology, Education 310, Sociology 203, 320, 400, and 421.	15
COMPLEMENTARY REQUIREMENTS English Literature (3 hours), American Literature (3 hours), Psychology 201, 302, and 303.	15
FREE ELECTIVES	20-16
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

PHYSICAL EDUCATION ACTIVITY COURSES

101. Orientation to Physical Education. 0-2-1.*

102. Team Sports (Soccer, Speedball or Basketball). 0-2-1.

103. Beginning Swimming and Diving. 0-2-1.

104. Gymnastics. 0-2-1.

105. Advanced Gymnastics and Trampoline. 0-2-1.

106. Rhythm and Movement. 0-2-1.

107. Individual and Dual Activities. 0-2-1.

108. Adaptive Activities. 0-2-1.

109. Adaptive Activities. 0-2-1.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

113. Skiing. 0-2-1.

201. Tennis and Badminton. 0-2-1.

202. Team Sports. 0-2-1.

203. Advanced Swimming. 0-2-1.

204. Archery and Casting. 0-2-1.

205. Track and Field and Weight-Training. 0-2-1.

206. Golf and Bowling. 0-2-1.

207. Individual and Dual Activities. 0-2-1.

PHYSICAL EDUCATION

211. Principles and History of Physical Education. An introduction to physical education with emphasis on its history, philosophy, and the establishment and evaluation of certain principles pertinent to the field. 3-0-3.

301. School Activities (Early Childhood and Intermediate). A course in methods and materials, theory, and program building in physical education. 2-1-2.

302. Methods of Teaching Swimming and Lifesaving. Red Cross Lifesaving and Water Safety Instructor certification. 2-1-2.

303. Intramurals. Organization and administration of intramural sports. 2-1-2.

306. Baseball and Track Coaching Methods. A course presenting by means of classroom instruction and field demonstration, the various systems and forms used in baseball, track and field. 2-1-2.

307. Football Coaching Methods. A course presenting the various systems used in football by means of classroom instruction and field demonstration. 2-1-2.

308. Basketball Coaching Methods. A course presenting by means of classroom instruction and gym demonstrations, the various systems used in basketball coaching. 2-1-2.

309. Officiating. Techniques and procedures of officiating in athletics. 2-1-2.

312. Church Recreation. A comprehensive survey applying the principles of directed leisure time to the needs of the local church. Topics covered include philosophy, program areas, facilities, personnel, and relationships with the other organizations within the church. 3-0-3.

331. Creative Movement (K-9). Methods and materials for the teaching of movement and dance on the K-9 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

332. Creative Movement (10-12). Methods and materials for the teaching of movement and dance on the 10-12 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

341. Theory and Techniques of Team Sports. 3-3-3.

342. Theory and Techniques of Individual and Dual Sports. 3-3-3.

402. Adapted Physical Education. Methods and materials for instruction in adapted and corrective Physical Education with special emphasis on the program for the mentally retarded child. 3-1-3.

403. Theory and Techniques of Teaching Gymnastics. Tumbling and recreational games; history, aims, and objectives of the program; development of demonstration programs. 2-1-2.

404. Curriculum and Instruction. A course designed to aid the physical education major in program building and in the techniques of teaching physical education. Open only to Physical Education majors. 2-1-2.

405. Kinesiology. Study of many of the factors involved in human motion. Prerequisite: Biology 203 and 204. 2-0-2.

406. Physiology of Exercise. A course planned especially for students majoring in physical education. Emphasis placed on the physiology of muscles and nerves. Prerequisite: Biology 203 and 204. 2-0-2.

407. Foundations of Community Recreation. Introductory course in community organization for recreation, including finances, program areas and facilities, publicity, legal status, and personnel. 3-1-3.

408. Organization and Administration of Health Education and Physical Education. This course deals with the administrative problems involved in the field of health education and physical education. 3-0-3.

409. Tests and Measurements. Study of tests and measurements currently used in the health and physical education program; attention to elementary statistical procedure and grading in health and physical education. 3-0-3.

410. Problems in Physical Education and Athletics. Individual investigations of research methods and special problems in physical education and athletics. 3-0-3.

430. Secondary School Activities (Methods of Teaching). A course in methods and materials, theory, practice, and program building in physical education covering secondary school activities. 3-0-3.

495, 496. Independent Study. Designed to enable a senior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

HEALTH EDUCATION

221. Personal and Community Health. A thorough study of the health problems of the individual, school, and community. 2-0-2.

222. First Aid. A course designed to train and qualify students as instructors in first aid. 2-1-2.

223. Safety Education. A course designed to enable the student to teach safety education (K-12). 3-1-3.

320. Health Education (Early Childhood, Intermediate). Methods and materials for classroom instruction in health and safety for the elementary teacher. Prerequisite: Health 221. 2-1-2.

321. Health Education for Secondary Teachers. Methods and materials for classroom instruction in health and safety for the secondary teacher. Prerequisite: Health 221. 3-0-3..

325. Techniques of Athletic Training. First aid and athletic training with reference to safety in athletics, conditioning, diet, bandaging and taping, massage, hydrotherapy, and treatment of various injuries. Fee $3. 2-0-2.

415. Drug Education. Advanced study of the drug use and abuse problem. Pharmacological, sociological, psychological, and educational aspects of drug use and abuse are stressed. 3-0-3.

416. Sex Education in the Schools. This course is designed to help prospective teachers organize and conduct meaningful learning experiences in family life and sex education. A study of human sexuality and family life education constitute the course. 3-0-3.

421. Driver Education and General Safety. Methods and materials for classroom instruction, organization and adminstration of driver education and safety problems. Fee $15. 3-1-3.

431. Problems in Health Education. Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3.

Department of Mathematics and Physics

The objectives of this department are:

1. To help the student think so as to reach logical and valid conclusions.
2. To enable the student to have a more meaningful definition of mathematics as a result of postulational thinking.
3. To assist the student in recognizing mathematics as the powerful tool for calculation.
4. To acquaint the student with the basic laws of physics.
5. To prepare some for teaching mathematics in elementary or secondary schools, or for further study.

The Bachelor of Science Degree
With a Major in Mathematics

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B. See page 61) Any student electing Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics. Any student electing Group B must earn 8 hours each in any two of the following areas: Biology, Chemistry, Physics.	40-52
MAJOR ..... Mathematics 221, 222, 305, 321, and 322 are required. The remaining hours are to be selected from Mathematics 115 and Mathematics courses numbered 211 or above.	30
SUPPORTIVE STUDIES ..... Science. (A student satisfying the Basic Course Requirements by Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics; this area must be different from that chosen to satisfy the Natural Science Requirement in Group A.) The remaining hours are to be selected from the following areas: Biology, Chemistry, Physics, Economics, Business Administration, Data Processing, as approved by the Chairman of the Department.	15
COMPLEMENTARY ELECTIVES ..... These courses must be selected from area(s) not directly related to the Major, as approved by the Chairman of the Department.	15
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

The Bachelor of Science Degree
With a Major in Mathematics
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B. See page 61) For Group A, Biology 101 and one of the following are required: Chemistry 101, Geology, 101, Physics 103 or 201. For Group B, 8 hours of Natural Science in addition to that required for Group A are required. At least 8 hours of the 16 hours of Natural Science must be either Chemistry or Physics.	40-52

The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, Sociology. Art 207 or Music 125 is required to satisfy the Fine Arts requirement if Group B is elected.

MAJOR 30

Mathematics 221, 222, 302, 303, 305, 321, 322, 404, and 405 are required. The remaining hours are to be selected from Mathematics 115, 211, 216, 304, 306, 312, 401, 403, 495, 496.

SUPPORTIVE STUDIES 15-23

Education 412, 422, 432, and 450 are required. Science. Any student satisfying the Basic Course Requirements by Group A must earn 8 additional hours in Natural Science. At least 8 hours of the 16 hours of Natural Science must be in either Chemistry or Physics.

The remaining hours are to be selected from the following areas: Biology, Chemistry, Physics, Economics, Business Administration, Data Processing, as approved by the Chairman of the Department.

COMPLEMENTARY REQUIREMENTS 17

Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 81).

FREE ELECTIVES 26-2

CHAPEL 0-4

Total 128

DESCRIPTION OF COURSES

MATHEMATICS

21. Mathematics Laboratory. Designed to aid the student who has deficiencies in mathematics. 0-as needed-0.*

101. Basic Mathematical Skills. A study of elementary and intermediate algebra. Various topics presented in modules. (Will not count toward Basic Course Requirements). 1-2-2.

103. Principles of Mathematics. Selected topics in mathematics, designed for the student who plans to take only three hours in mathematics. 3-0-3.

111. Trigonometry. A study of real numbers, trigonometric functions, identities, logarithms, inverse functions, equations, solutions of triangles. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

112. College Algebra. Axiomatic properties of real numbers; sets, functions, equations, inequalities, progressions, permutations, and combinations. 3-0-3.

115. Calculating Techniques. Wang calculator and slide rule. 1-1-1.

203. Mathematics for Elementary Teachers — I. A study of elementary set theory and logic; the properties of integers, rational numbers, and number systems of other bases. Elementary number theory; algebra. 3-0-3.

204. Mathematics for Elementary Teachers — II. A study of real numbers, probability, statistics, nonmetric and metric geometry. Prerequisite: Mathematics 203. 3-0-3.

211. Finite Mathematics. A study of the theory and applications of vectors, matrices, probability, linear programming; the derivation and application of formulas from mathematics of finance. Prerequisite: Mathematics 111, 112, or 221. 3-0-3.

216. Probability and Statistics. Introductory principles of probability and their applications. Basic statistical analysis. Prerequisite: Three hours of college mathematics. 3-0-3.

221. Introductory Calculus. A course including the study of real functions and their graphs; slope, limits, continuity, derivatives with applications, integration with applications. 3-0-3.

222. Calculus and Analytic Geometry I. The definite integral with applications. Transcendental functions. Techniques of integration. Prerequisite: Mathematics 221. 3-0-3.

302. Linear Algebra. Vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 222. 3-0-3.

303. Modern College Geometry. Elementary geometry from an advanced standpoint, some evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, some topics in modern geometry. Prerequisite: Mathematics 221. 3-0-3.

304. History of Mathematics. A study of the development of mathematics, together with a study of the lives and contributions of leading mathematicians. Prerequisite: Mathematics 221. 3-0-3.

305. FORTRAN Programming. An introductory course in computer programming with applications to the elementary scientific and commercial problems. Prerequisite: Mathematics 112 or 221. 3-0-3

306. Mathematical Statistics. A study in the theory of probability set functions, distributions of random variables and functions, estimations, testing of hypothesis, analysis of variance and covariance. Prerequisite: Mathematics 222. 3-0-3.

312. Intermediate Analysis. Basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. Prerequisite: Mathematics 222. 3-0-3.

321. Calculus and Analytic Geometry II. Polar coordinates, conic sections. Improper integrals. Series. Prerequisite: Mathematics 222. 3-0-3.

322. Multivariable Calculus. Vectors. Solid analytic geometry. Partial differentiation. Multiple integration. Prerequisite: Mathematics 321. 3-0-3.

401. Introductory Topology. A study of metric spaces, topological spaces, connected topological spaces, and compact topological spaces. Prerequisite: Mathematics 322. 3-0-3.

403. Differential Equations. Ordinary differential equations of first order and first degree, first order and higher degree, with applications. Prerequisite: Mathematics 322. 3-0-3.

404. Modern Abstract Algebra. A critical study of the real number system: elementary theory of groups, rings, integral domain, and fields. Prerequisite: Mathematics 222. 3-0-3.

405. Innovations in Secondary School Mathematics. A study of selected topics in mathematics which are relevant to the modern curriculum in the secondary school. Prerequisite: Mathematics major (Teacher Certification), Junior standing. 3-0-3.

495, 496. Independent Study. Prerequisite: Mathematics 322 and approval of the Chairman of the Department. 0-Independent Study-3, 0-Independent Study-3.

PHYSICS

103. Introductory Physics. A study of the elementary concepts of mechanics, wave motion, electricity and magnetism, optics, nuclear and atomic physics, and the scientific method of reasoning. 3-2-4.

201. General Physics — I. The study of Newtonian mechanics, the laws of thermodynamics, properties of matter, wave motion, and sound. Prerequisite: Mathematics 111, 112, or 221. 3-3-4.

202. General Physics — II. The study of the properties of light, electricity and magnetism, Bohr theory of the atom, and quantum theory. Prerequisite: Physics 201. 3-3-4.

Department of Psychology

The Department of Psychology endeavors to develop within its participants an understanding of the fundamentals of human behavior, a functional knowledge of scientific methods of studying behavior, and an appreciation of the dignity and complexity of man. The Department provides a diversified program for its majors and offers one or more courses as required or elected by students from other departments of the college.

DEGREE REQUIREMENTS

The Bachelor of Science Degree With a Major in Psychology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 61) ..... Psychology 201 and 206, which are required, will satisfy the Social Science requirement, and Biology 101 and 102 are recommended for the Natural Science requirement.	40-52
MAJOR—(36 hours, 6 counted on Basic Course Requirements) ..... Psychology 201, 206, 305, 307, and 397 are required. Fifteen hours must be earned at the 400 level.	30
SUPPORTIVE STUDIES ..... To be chosen from Philosophy, Mathematics, Natural Science, Theatre Arts, Literature, Sociology, Anthropology, Foreign Language, and other courses approved by the faculty adviser.	15
COMPLEMENTARY ELECTIVES ..... Other area(s) not directly related to the Major, as approved by the faculty adviser.	15
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

201. General Psychology. A survey of psychology as the scientific study of behavior. The areas treated include learning, interpretive behavior, motivation, personality, measurement, the developmental process, social adjustment, and the biological bases of behavior. 3-0-3.*

206. Developmental Psychology. The psychological evolution of the individual through the life span and the effect of the bio-social field on his evolution. Prerequisite: Psychology 201. 3-0-3.

301. Child Psychology. A study of the general principles of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, and social development. Prerequisite: Psychology 201. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

302. Adolescent Psychology. The study of emotional, physical, and social maturation from puberty to early adulthood with emphasis on adjustment difficulties and communication with the adolescent. Prerequisite: Psychology 201. 3-0-3.

303. Educational Psychology. A problem-centered approach to the application of psychological principles to the educational process. Participants gain experience in stating, discussing, and writing solutions to problems presented in script form. Prerequisites: Psychology 201 and 301 or 302. 3-0-3.

305. Psychology of Personality. A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisites: Psychology 201 and 206. 3-0-3.

307. Physiological Psychology. An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory, and learning. Prerequisites: Psychology 201 and 206. 3-0-3.

310. Social Psychology. A study of the interactions of persons in American Society including such topics as group dynamics and pressures, crowd behavior, social movements and change, conformity, and leadership. 3-0-3.

374. Psychology of Religion. A course designed to help the student develop psychological insight into his own spiritual life through a study of the principles of psychology as related to religious experience. Prerequisite: Psychology 201. 3-0-3.

396. Introduction to Statistics. An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference, and hypothesis testing. 3-0-3.

397. Experimental Psychology. An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data, and stating conclusions. Laboratory emphasis will be placed upon problems related to learning and perception. Prerequisite: Psychology 396. 2-2-3.

401. Psychopathology. Survey and analysis of the major mental disorders, interpretation, and theories of therapy, including the relationship of abnormal behavior to social norms. Prerequisites: Psychology 201, 206, and 305. 3-0-3.

402. Introduction to Counseling. The study of the basic theories and functions of counseling. Laboratory emphasis will be upon the development of a personal counseling philosophy and its application. Prerequisites: Psychology 201, 206, 305, and 401. 3-1-3.

403. Industrial Psychology. The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement, and human relations. Prerequisites: Psychology 201 and 206. 3-0-3.

405. Psychology of the Exceptional Child. A study of children who are markedly superior or inferior to the average child in physical, mental, emotional, or social characteristics. Prerequisites: Psychology 201 and 206 or 301. 3-0-3.

441. Psychology of Learning. A study of the major concepts of learning, experimental methods of studying learning phenomena, and learning theory. Prerequisites: Psychology 201 and 206. 3-0-3.

444. Psychological Measurement and Appraisal. An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests, and special aptitudes. Includes survey of measures now available for testing programs in education and industry. Prerequisites: Psychology 201 and 206. 3-0-3.

491, 492, 493. Seminar in Psychology. 1-0-1, 2-0-2, 3-0-3.

495, 496. Independent Study. An in-depth research study for Seniors majoring in Psychology working under the guidance of the Psychology Department faculty. 0-Independent Study-3, 0-Independent Study-3

497, 498. Internship in Psychology. Prerequisite: Senior standing and Departmental approval. 1-5-3, 1-5-3.

Department of Religious Studies and Philosophy

One of the main purposes of this department is to offer courses which are designed to give every student entering Gardner-Webb College an introduction to the Christian tradition and its background in the ancient world. The Department of Religious Studies and Philosophy also seeks to provide a basic preparation for those who plan to do further study in seminaries and graduate schools. Another aim of this department is to provide preparation for some students who will go into church-related vocations immediately after completing their college work. Moreover, it is the basic intent of this department to further the general Christian purpose of Gardner-Webb College.

The Basic Course Requirements state that all candidates for any degree offered at this college must take a minimum of six hours of Religion. This requirement will be met by taking Religion 101 and 102, which are prerequisites for all other Religion courses.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Biblical Literature and Languages

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61).....	52
Greek 101, 102, 201, and 202 are required and will fulfill the Foreign Language requirement.	

MAJOR	30
Three advanced courses in Old Testament studies, three advanced courses in New Testament studies, Greek 301, 302, Hebrew 301, and 302.	
SUPPORTIVE STUDIES	15
Ancient History, Civilization, Religion (other than Biblical studies), and Religious Education, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
English and American Literature, Psychology, Sociology, Speech, and other courses as approved by the faculty adviser.	
FREE ELECTIVES	16-12
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Religion

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
Psychology 201 and Sociology 201 are required and will satisfy the Social Science requirement. Any foreign language is acceptable, but Greek, German, and French are highly recommended.	
MAJOR	30
Area I. Biblical Studies. Select 6 hours from Religion 203, 211, 302, 306, 307, 312, 314, 316, and 317.	
Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 333, and 337.	
Area III. Christianity and the World. Select 3 hours from Religion 241, 243, 246, and 345.	
Area IV. Related Disciplines. Select 3 hours from Religious Education 270, 371, 372, 373, 374, and 490.	
Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, and 494.	
Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 325, 354, 357, or 495. Six hours of Greek may apply toward the Major after the Basic Course Requirements in Foreign Language are satisfied.	

SUPPORTIVE STUDIES 15

Take any two literature courses offered by the Department of English Language and Literature and select three of the following courses: Business Education 307, Greek 301, 302, Hebrew 301, 302, 401, 402, History 300, 301, 303, 310, Philosophy 301, Sociology 203, 320, 356, and Speech 102, as approved by the faculty adviser.

COMPLEMENTARY ELECTIVES 15

Select 15 hours from one or several of the following areas: English, History, Psychology, and Sociology, as approved by the faculty adviser.

FREE ELECTIVES 28-12

CHAPEL 0-4

Total 128

The Bachelor of Arts Degree
With a Major in Religion
With Preparation for Secondary (9-12) Teacher Certification

Semester Hours

BASIC COURSE REQUIREMENTS (Group A. See p. 61) 40-52

The Social Science requirement must be met by taking Sociology 201 and one course from the following areas: Anthropology, Economics, Geography, and Political Science. Any foreign language is acceptable, but Greek, German, and French are highly recommended.

MAJOR 30

Area I. Biblical Studies. Select 6 hours from Religion 203, 211, 302, 306, 307, 312, 314, and 316.

Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 325, 326, 333, and 337.

Area III. Christianity and the World. Select 3 hours from Religion 241, 243, and 246.

Area IV. Related Disciplines. Select 3 hours from Religious Education 270, 371, 372, 373, 374, and 490.

Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, and 494.

Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 354, or 495.
Six hours of Greek may apply toward the Major after the Basic Course Requirements in Foreign Language are satisfied.

SUPPORTIVE STUDIES 15

Six hours of literature are required (see p. 81). Three of the following must be selected: Business Education 307, Philosophy 301, Sociology 356, Speech 102, History 310, or Hebrew.

COMPLEMENTARY REQUIREMENTS 26
Education 410, 420, 430, 450, Health 221, Psychology 201, 302, and 303.

FREE ELECTIVES 17-1

CHAPEL 0-4

Total 128

The Bachelor of Arts Degree
With a Major in Religious Education

Semester Hours

BASIC COURSE REQUIREMENTS (Group A. See p. 61) 40-52
Greek should be taken to fulfill the Foreign Language requirement; Sociology 201 and Psychology 201 should be taken for the six hour requirement in Social Science; and Music 125 should be taken for the Fine Arts requirement.

MAJOR 33
Religious Education 270, 371, 372, 373, 374, 375, and 490 21
Religion 203, 302, 306, or 307 3
Religion 211, 312, 314, 316, or 317 3
Religion 322, 323, 324, 325, 326, Greek 300, or Latin 301 3
Religion 241, 333, or 337 3

SUPPORTIVE STUDIES 15
In consultation with the faculty adviser, choose 15 hours from the following:
Art 302 3
Business Administration 213, 214 .....3, 3
Business Administration 316 3
Business Education 307 3
Music 265 3
Physical Education 312 3
Religious Education 376 1
Religious Education 397 3
Sociology 356 3
Speech 102 3
Students preparing for a specialized ministry may make substitutions for the supportive studies listed above, as approved by the faculty adviser.

COMPLEMENTARY ELECTIVES 15
Art 301 3
Two additional courses in Psychology 6
An advanced Sociology course 3
A course in English or American literature 3

FREE ELECTIVES	25-9
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

RELIGION

101. Introduction to the Old Testament. 3-0-3.*

102. Introduction to the New Testament. 3-0-3.

203. Old Testament Prophets. A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. 3-0-3.

211. The Teachings of Jesus. A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.

241. Basic Christian Ethics. A systematic study of the nature of morality, the principles of Biblical ethics, and specific ethical issues in contemporary society. 3-0-3.

243. Religion and Modern Man. An introductory study of the nature of religion, the relationship between religion and culture, and key philosophical questions inherent in religious thought. 3-0-3.

246. Eastern Religions. An historical study of the religions of the East and Middle East, especially Hinduism, Buddhism, and Islam. 3-0-3.

251. Biblical Backgrounds. A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Lecture-Travel-3 or 3-0-3.

302. Wisdom and Poetic Literature of the Old Testament. A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. 3-0-3.

306. Old Testament Thought. The key categories of the Old Testament are discussed. Attention is directed around the historical development of the concepts of God, man, salvation, creation, and eschatology. 3-0-3.

307. Studies in the Pentateuch. A critical evaluation of the nature, background, structure, and message of the Pentateuch. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

312. Life and Letters of Paul. A study of Paul's life and thought as presented in his Epistles. 3-0-3.

314. New Testament Thought. A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.

316. The Writings of John. A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. 3-0-3.

317. The General Epistles and Hebrews. A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews. 3-0-3.

318, 319, 320, 321. The Morris Lectures. A series of lectures presented by the Reverend B. E. Morris concerning various aspects of Biblical theology. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

322. Early and Medieval Christianity. A survey of the history of the Christian Church to 1500 A.D. Prerequisite: History 101. 3-0-3.

323. Modern Christianity. Beginning with the Reformation this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3.

324. American Christianity. An historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3.

325. Baptist History and Thought. An historical study of the Baptist Movement since the Seventeenth Century. 3-0-3.

326. Christian Missions. A study of the history of world missions of the Christian movement with emphasis upon its Biblical foundations, its motives and practice, and its outstanding personalities. 3-0-3.

333. Basic Christian Beliefs. An introduction to the history, methods, and principal topics of Christian theology. 3-0-3.

337. Philosophy of Religion. An introduction to the relation of the Christian faith to the questions posed by both science and philosophy. 3-0-3.

345. Black Church History. A survey of the religious and political history of the Black Church, together with a look at the modern Black Church, black religious leaders, and black theology. 3-0-3.

354. Christian Preaching. The fundamentals of sermon preparation and delivery. Prerequisites: Six hours of Religion and Speech 102. 3-0-3.

357. Pastoral Ministries. Supervised study and practical experience in the pastor's work in a church. Prerequisites: Six hours of Religion and Speech 102. 1-1-1.

397. Pastoral Internship. A minimum of ten weeks spent in full-time supervised service in the pastoral work of a local church. Prerequisites: Approval of Instructor and Department. 0-Practical Experience-3.

491. Old Testament Seminar. 3-0-3.

492. New Testament Seminar. 3-0-3.

493. Church History Seminar. 3-0-3.

494. Contemporary Theology Seminar. 3-0-3.

495. Independent Study. A course consisting of guided reading, conferences with the professor and written reports. 0-Independent study-3.

RELIGIOUS EDUCATION

270. Introduction to Religious Education. An inquiry into current and future objectives of religious education as determined by the history of the movement, the nature and needs of growing persons, and one's theological presuppositions. 3-0-3.

371. Religious Education Organizations. A study of the development, tasks, and maintenance of the major program organizations in the local church. A curriculum laboratory offers practice in curriculum building. 3-0-3.

372. Teaching of Religion in the Church. A survey of educational principles followed by a consideration of the values and limitations of various methods employed in religious education. Practice in the preparation, presentation, and evaluation of Sunday school lessons and worship services. 3-0-3.

373. Church Administration. A survey of principles of leadership and administration as related to church polity. Practice in programming the major tasks of the church will be given. 3-0-3.

374. Psychology of Religion. A course designed to help the student develop psychological insight into his own spiritual life through a study of the principles of psychology as related to religious experience. Prerequisite: Psychology 201. 3-0-3.

375. Religious Education Curriculum. The selection, use, and production of curriculum materials in the church. 3-0-3.

376. Religious Education Ministries. Guided studies, observations, and practical experiences in the educational leadership in the church. Prerequisite: Religious Education 270. 1-1-1.

377. Field Education: Work of the Minister of Education. Field observation and guided experience in the work of the Minister of Education. Students will be assigned to a staff member of a nearby church for observation, counsel, specific assignments, and evaluation. Prerequisite: Religious Education 270. 0-8-1.

378. Field Education: Work of the Minister of Activities and Youth. Field observation and guided experience in the work of the Minister of Youth and Activities. Students will be assigned to a staff member of a nearby church for observation, counsel, specific assignments, and evaluation. Prerequisite: Religious Education 270. 0-8-1.

397. Religious Education Internship. A minimum of ten weeks spent in full-time supervised service in a local church or denominational agency. Prerequisites: Approval of Instructor and Department. 0-Practical Experience-3.

490. Religious Education Seminar. Independent research, guided reading, guest lecturers, and field trips offer the Senior student the opportunity to investigate more deeply his particular interests in the field. 3-0-3.

PHILOSOPHY

301. Introduction to Philosophy. An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. 3-0-3.

Department of Social Sciences

The Department of Associated Social Sciences accepts candidates for the Bachelor of Arts Degree with concentrations in Economics, Geography, History, Political Science, and Sociology.

The major purposes of the Department are: (1) preparation for careers such as teaching and social work, (2) to provide a foundation for continued study in graduate or professional schools, and (3) to help the student acquire an awareness of the major social, political, and economic situations existing in various world cultures past and present.

The teacher training program attempts to (a) assure that the student acquires an understanding of the social, political, geographical, economic, and historical forces operating in society, (b) provide for the development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies, and evaluating learning, and (c) instill in the student an awareness of the need for continuing education and professional development.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in History

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
MAJOR	30
The Major requires 30 hours above History 101 and 102, which are prerequisites to all other History courses. History 201 and 202 are required of all History majors.	

SUPPORTIVE STUDIES	18
Supportive work may be done in the following area(s): Economics, Geography, Political Science, Psychology, and Sociology.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	25-9
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Social Science

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61)	40-52
MAJOR	30
The Social Science Major must complete at least 18 hours in one of the following areas: Economics, Geography, History (above 101 and 102), Political Science, or Sociology. In addition, 6 hours in each of two of these fields other than the area of concentration must be taken. Economics 203 and 204 are required of all students concentrating in Economics. Geography 101 and 104 are required of all students concentrating in Geography. History 201 and 202 are required of all students concentrating in History. Political Science 201 and 202 are required of all students concentrating in Political Science. Sociology 201 is required of all students concentrating in Sociology.	
SUPPORTIVE STUDIES	15
The Supportive Studies consist of 15 hours in Social Science (including Psychology) above those in the Basic Course Requirements and the Major. Six hours of credit must be earned in an area of Social Science which is not included in the Major.	
COMPLEMENTARY ELECTIVES	15
Areas not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Social Science
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 61) ..... The Social Science requirement must be taken from one of the following areas: Economics, Geography, History, Political Science, Psychology, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	40-52
MAJOR ..... The Social Science major must develop with his adviser a Major designed to meet his particular needs as a prospective teacher. If the student chooses an area of concentration, 21 hours should be taken in that area of concentration. The additional 9 hours must be taken in two or more social studies other than the field of concentration and the social study used in the Basic Course Requirements.	30
SUPPORTIVE STUDIES ..... The Supportive Studies consist of Psychology 201 and 302 and 9 hours of additional Social Science approved by the faculty adviser. The additional hours of social studies are designed to supplement the Basic Course Requirements and Major so that the student will have adequate insight into all the areas of social studies.	15
COMPLEMENTARY REQUIREMENTS ..... Education 412, 422, 432, 450, Health 221, Psychology 303, and 6 hours of literature (see p. 81).	26
FREE ELECTIVES	17-1
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

GEOGRAPHY

101. Introduction to Physical Geography. The study of climate, vegetation, soil, water resources, mineral resources, and land form from the geographic perspective. 3-0-3.*

104. Introduction to Human Geography. The study of language, religion, race, settlement types, cultural diffusion, population migration, land tenure, and environmental perception from the geographic perspective. 3-0-3.

203. World Regions. The study of the physical and human geography of Europe, the United States, the Soviet Union, and Canada. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

204. World Regions. The study of the physical and human geography of non-Soviet Asia, Africa, Latin America, and the Pacific World. 3-0-3.

302. Economic Geography. The study of primary, secondary, and tertiary economic activities in the geographic setting. Location theory will be introduced. 3-0-3.

303. Historical Geography of the United States. Rural and urban settlement, industrialization and transport development as spatial processes shaping the changing patterns of human occupance from the 17th century to the present, cultural areas and their significance. 3-0-3.

320. Environment and Man. A study of the two-way relationship between man and his environment. Topics discussed include wilderness preservation, animal extinction, the population explosion, the development of new energy sources, waste disposal, urban and regional planning, and air, water, thermal, noise, and aesthetic pollution. Field trips and guest lectures. 3-0-3.

401. Political Geography. The geography of boundaries, power structures, core areas, administrative areas, foreign trade, international organizations, and colonialism. Geopolitics will also be introduced. 3-0-3.

402. Urban Geography. A geographical analysis of urban centers, from villages to metropolitan communities, with a view to understanding problems of site, situation, internal structure, and urban function. 3-0-3.

HISTORY

101. Survey of Modern Western Civilization, 1500-1815. 3-0-3.

102. Survey of Modern Western Civilization since 1815. 3-0-3.

201. Survey of United States History to 1877. 3-0-3.

202. Survey of United Sates History since 1877. 3-0-3.

300. Greek Civilization. (See Greek 300). 3-0-3.

301. Roman Civilization. (See Latin 301). 3-0-3.

303. Jewish Civilization. (See Hebrew 303). 3-0-3.

310. The Ancient World to the Fall of Rome. 3-0-3.

311. Medieval Europe. 3-0-3.

312. The Renaissance and Reformation. 3-0-3.

314. Diplomatic History of the United States. 3-0-3.

315. The United States during the Colonial Period. 3-0-3.

317. The Old South. 3-0-3.

320. Ethnic Communities in United States History. 3-0-3.

322. Early and Medieval Christianity. (See Religion 322). 3-0-3.

323. Modern Christianity. (See Religion 323). 3-0-3.

330. Europe from 1648 to 1815. 3-0-3.

331. Europe from 1815 to 1918. 3-0-3.

332. Europe since 1914. 3-0-3.

337. History of England before 1689. 3-0-3.

338. History of England since 1689. 3-0-3.

341. The United States in the Twentieth Century. 3-0-3.

345. North Carolina History. 3-0-3.

346. The Civil War and Reconstruction. 3-0-3.

352. Survey of Latin American History. 3-0-3.

362. History of the Soviet Union since 1917. 3-0-3.

371. History of Modern Japan. 3-0-3.

372. History of Modern China. 3-0-3.

380. Modern Germany since 1789. 3-0-3.

410. English Constitutional History to 1689. 3-0-3.

412. History of the Middle East since 1500. 3-0-3.

413. History of Africa since 1500. 3-0-3.

414. History of Modern India and Pakistan. 3-0-3.

420. The Westward Movement in United States History. 3-0-3.

495-496. Problems and Interpretations of History. An honors course open to Senior majors in the department. Consent of the Chairman of the Department required. Prerequisite: a "B" average in the Department. 0-Independent Study-3, 0-Independent Study-3.

POLITICAL SCIENCE

201. Introduction to Political Science. A basic course in Political Science dealing with the fundamentals of man politically organized. 3-0-3.

202. United States Government. A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governements and the Federal system. 3-0-3.

303. American Foreign Policy. A study of the political processes by which contemporary foreign policy is made and executed. 3-0-3.

304. State and Local Government in the United States. A study of the problems of inter-governmental relationships and administrative management in state, county, and municipal governments. 3-0-3.

305. Public Opinion and Political Participation. A study of forces affecting public opinion, its expression in various political activities, and its impact on public policy. 3-0-3.

306. Urban Politics. An examination of the nature and scope of urban problems in the United States with emphasis on the impact of government and politics. 3-0-3.

310. International Law and Organizations. An introduction to the concepts of law among nations and an examination of the development, structure, and functions of international organizations. 3-0-3.

311. European Government and Politics. A detailed account of the political institutions and processes of France, Germany, the United Kingdom, and the U.S.S.R. 3-0-3.

312. Government and Politics in Developing Nations. A study of the governments, politics, and political problems of emerging nations. 3-0-3.

320. Constitutional Law. A study of principles and leading cases with emphases on judicial and executive elaboration and the development of civil liberties in the United States. 3-0-3.

321. International Relations and World Politics. An analysis of politics among nations. 3-0-3.

403. The President, Congress, and Public Policy. An analysis of the roles of President and Congress in making national policy. 3-0-3.

SOCIOLOGY

201. Introduction to Sociology. This is an introduction to the study of sociology, providing essentials for an intelligent understanding of the forces making for group life and for specialized study of sociological problems. 3-0-3.

202. Social Problems. An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. 3-0-3.

203. Marriage and Family. This course provides a study of the practical problems of courtship and marriage, with emphasis on inter-personal relationships between husband and wife and parents and children. 3-0-3.

310. Social Psychology. A study of the interaction between the individual and the group, and the influence of each on the other. 3-0-3.

311. Social Research Methodology. The scientific method applied to social phenomena: formulating and testing hypotheses, techniques for collecting data, measuring social variables, interpreting research findings. The scientific method as applied to social sciences will be explored in the latter part of the course through student participation in the design and analysis of a survey. 3-0-3.

320. Cultural Anthropology. A study of the nature and growth of culture in primitive and contemporary non-industrial societies. 3-0-3.

330. Sociological Theory. A systematic analysis of the trends and developments in sociological theory. Emphasis is placed on the current state of sociological theory and its relationship to empirical research. 3-0-3.

356. Sociology of Religion. Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. 3-0-3.

396. Introduction to Statistics. (See Psychology 396.) 3-0-3.

400. Race. A study of present day racial and cultural minorities with emphasis upon scientific facts about race and on changing attitudes and policies. 3-0-3.

411. Criminology. An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. 3-0-3.

421. American Community. A study of the structure and function of rural and urban communities, their institutions and problems. 3-0-3.

497, 498. Internship in Sociology. Three hours credit may apply to the student's Major. Prerequisite: Senior standing and Departmental approval. 1-5-3, 1-5-3.

ASSOCIATE DEGREE PROGRAM

The Associate in Arts degree is offered in two fields of study, Business and Nursing. One of two specialties may be chosen in Business. These are General Business and Secretarial Science. See the Department of Business Administration for details.

DEPARTMENT OF NURSING

The Department of Nursing functions within the framework and philosophy of Gardner-Webb College. The faculty agrees that the graduate of the Program should be a liberally educated contributing member of society.

The faculty believes that technical education is a maturational process involving the students and faculty working together to develop a concept of learning. The student is guided in the understanding and application of scientific principles as he relates to self and fellow man.

The faculty further believes that the acquisition and use of knowledge, primarily an individual responsibility, is influenced by personal differences, motivation, and readiness, and the technical nurse can be prepared as a beginning practitioner in two years in an institution of higher learning.

The faculty believes that nursing is a health service to people based on selected principles of physical, biological, and social sciences with objectives which encompass the promotion of physical and emotional well-being, care and rehabilitiation of the ill, and comfort and support of the dying.

The technical nurse is a learner-practitioner who continues to acquire and redefine skills as social and technological advances are made in the health sciences.

The nursing program is offered by Gardner-Webb College in cooperation with the Rutherford Hospital of Rutherfordton and Cleveland Memorial Hospital in Shelby, North Carolina. The program enables the student to complete in approximately two years a course of study which leads to the Associate in Arts Degree. Students study and work with patients in hospitals and various other health agencies. Upon completion of the course the nurse is eligible to write the State Board Examination for licensure as a Registered Nurse.

The curriculum of the associate Degree Nursing Program at Gardner-Webb College is designed to prepare the student:

1. To apply principles of human behavior in establishing and maintaining favorable interpersonal relationships.
2. To understand the role of the associate degree nurse and his/her functions in nursing.
3. To know facts and principles of the physical, biological, and social sciences which form a basis for nursing.
4. To demonstrate beginning skill in the utilization of nursing knowledge.
5. To demonstrate skill in problem-solving in nursing and in the maintenance of health.
6. To be aware of legal, moral, and social responsibilities as a nurse/as a person.

Accreditation of the Nursing Program

The program is accredited by the North Carolina Board of Nursing and by the National League for Nursing.

DEGREE REQUIREMENTS

The Associate in Arts Degree, Leading to Licensure

First Year	Semester Hours
Biology 203, 204	6
Biology 206	4
English 101	3
Nursing 101, 102	14
Physical Education	1
Psychology 201, 206	6
	34

Second Year	Semester Hours
Religion 101 and 102	6
English 102	3
Nursing 201, 202, 290	21
Sociology 201	3
Physical Education	1
	34

Note: A laboratory course in Chemistry at the high school level is required. Selected concepts of organic and biochemistry are covered in Biology courses.

DESCRIPTION OF COURSES

101. Fundamentals of Nursing. A study of basic needs of individuals in health and illness. Concepts and principles of nursing are introduced with emphasis on the role and functions of the technical nurse. 5-4-6.*

102. Nursing Intervention I. A study of health care during selected stressful situations focusing on the ill child, the person having surgery, and selected health problems: altered cellular metabolism, and altered regulatory function. Concepts of prevention, therapy, and rehabilitation serve to guide the student's course of study. Prerequisite: Nursing 101. 5-9-8.

201. Nursing Intervention II. A study of health care during the maternity cycle and selected stressful situations focusing on specific health problems. The course is developed around a family-centered philosophy of nursing care. Prerequisite: Nursing 101-102. 5-12-9.

202. Nursing Intervention III. A study of common health problems: the care of people with altered oxygenation and patterns of behavior. Clinical laboratory experience in comprehensive nursing serves to facilitate the integration of concepts gained. Prerequisite: Nursing 101-102. 5-12-9.

290. Nursing Seminar. A study of major influences in the development of the nursing profession: selected events, organizations, functions, legal aspects, opportunities and responsibilities with emphasis on the role of the associate degree nurse. Prerequisite: Nursing 101-102. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

SPECIAL DEGREE PROGRAM

Gardner-Webb College has entered into an agreement with the Bowman Gray School of Medicine of Wake Forest University whereby students may earn the Bachelor of Science degree in Medical Technology.

The agreement provides that the student will do three years' work at the College and his final year of study, a full calendar year, at Bowman Gray. The degree will be granted by Gardner-Webb College.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Medical Technology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B. See p. 61)	48
The Natural Science requirement must be met by taking Biology 101 and 102 and Chemistry 101 and 104. Mathematics 111 is required and will satisfy the Mathematics requirement.	
MAJOR	32
To be taken in the Program of Medical Technology at the Bowman Gray School of Medicine.	
SUPPORTIVE STUDIES	21
Biology 203, 204, 206, Chemistry 201, 202, and Mathematics 112 are required.	
COMPLEMENTARY ELECTIVES	15
To be selected from area(s) not directly related to the Natural Sciences, as approved by the faculty adviser.	
FREE ELECTIVES	12-9
Physics 201 and 202 are recommended. Biology 301, 422, Chemistry 401, and 402 are recommended for all students.	
CHAPEL	0-3
Total	128



ACADEMIC CALENDAR

1975-76

FIRST SEMESTER

August	23	Saturday — Arrival of New and Transfer Students.
August	24	Sunday — Worship Service and Parents' Orientation.
August	25	Monday — Orientation of New and Transfer Students.
August	26	Tuesday — Orientation continued; Registration of Seniors and Juniors.
August	27	Wednesday — Orientation continued; Registration of Sophomores and Freshmen.
August	28	Thursday, 8:00 a.m. — Full Class Schedule.
September	8-12	Monday through Friday — Fall Revival.
October	16, 17	Thursday and Friday — Mid-term Reports.
October	24	Friday — Founders Day.
October	25	Satuday — Homecoming Day.
November	26	Wednesday, after classes — Thanksgiving Holidays begin.
December	1	Monday, 8:00 a.m. — Classes resume.
December	12	Friday — Examination Study Period.
December	13-19	Saturday through Friday — First Semester Examinations.

SECOND SEMESTER

January	5	Monday — Boarding students return.
January	6, 7	Tuesday and Wednesday — Registration.
January	8	Thursday, 8:00 a.m. — Classes resume.
February	2-6	Religious Emphasis Week.
March	4, 5	Thursday and Friday — Mid-term Reports.
March	5	Friday, after classes — Spring Holidays begin.
March	15	Monday, 8:00 a.m. — Classes resume.
March	23-25	Pastors' Conference.
April	16	Friday, after classes — Easter Holidays begin.
April	20	Tuesday, 8:00 a.m. — Classes resume.
May	1	Saturday, 3:00 p.m. — Spring Jubilee.
May	7	Friday — Examination Study Period.
May	8-14	Saturday through Friday — Second Semester Examinations.
May	15	Saturday, 7:00 p.m. — Alumni Banquet.
May	16	Sunday, 11:00 a.m. — Baccalaureate Sermon.
May	16	Sunday, 3:00 p.m. — Graduation.

1976-77

FIRST SEMESTER

August	21	Saturday — Arrival of New and Transfer Students.
August	22	Sunday — Worship Service and Parents' Orientation.
August	23	Monday — Orientation of New and Transfer Students.
August	24	Tuesday — Orientation continued; Registration of Seniors and Juniors.
August	25	Wednesday — Orientation continued; Registration of Sophomores and Freshmen.
August	26	Thursday, 8:00 a.m. — Full Class Schedule.
September	13-17	Monday through Friday — Fall Revival.
October	14, 15	Thursday and Friday — Mid-term Reports.
October	22	Friday — Founders Day.
October	23	Saturday — Homecoming Day.
November	24	Wednesday, after classes — Thanksgiving Holidays begin.
November	29	Monday, 8:00 a.m. — Classes resume.
December	10	Friday — Examination Study Period.
December	11-17	Saturday through Friday — First Semester Examinations.

SECOND SEMESTER

January	3	Monday — Boarding students return.
January	4, 5	Tuesday and Wednesday — Registration.
January	6	Thursday, 8:00 a.m. — Classes resume.
February	7-11	Religious Emphasis Week.
March	3, 4	Thursday and Friday — Mid-term Reports.
March	4	Friday, after classes — Spring Holidays begin.
March	14	Monday, 8:00 a.m. — Classes resume.
March	22-24	Pastors' Conference.
April	8	Friday, after classes — Easter Holidays begin.
April	12	Tuesday, 8:00 a.m. — Classes resume.
April	30	Saturday, 3:00 p.m. — Spring Jubilee.
May	6	Friday — Examination Study Period.
May	7-13	Saturday through Friday — Second Semester Examinations.
May	14	Saturday, 7:00 p.m. — Alumni Banquet.
May	15	Sunday, 11:00 a.m. — Baccalaureate Sermon.
May	15	Sunday, 3:00 p.m. — Graduation.

SUMMER SESSIONS

1976

First Term

June	7	Monday—Registration.
June	8	Tuesday—Classes begin.
July	9	Friday—First Term ends.

Second Term

July	10	Saturday—Registration.
July	12	Monday—Classes begin.
August	14	Saturday—Graduation.

1977

First Term

June	6	Monday—Registration.
June	7	Tuesday—Classes begin.
July	8	Friday—First Term ends.

Second Term

July	9	Saturday—Registration.
July	11	Monday—Classes begin.
August	13	Saturday—Graduation.

REGISTRY



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Thomas W. Knowles, Jr.
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Charlotte, N.C.
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Charlotte, N.C.

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Charlotte, N.C.
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Rutherfordton, N.C.
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Forest City, N.C.
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President's Personal Secretary ..... Mrs. Nancy A. Griffin, A.A.

OFFICE OF THE EXECUTIVE VICE PRESIDENT AND DEAN OF THE COLLEGE

Executive Vice President and
Dean of the College ..... Thomas J. McGraw, M.A.
Assistant to the Executive Vice President and
Dean of the College ..... Mrs. Diane H. Packard, B.A.
Assistant Dean ..... Dan W. Proctor, Th.D
Data Processing Manager ..... Duran Johnson
Computer Operator ..... Miss Ina Jean McDowell

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Registrar ..... Mrs. Dorothy W. Edwards, A.B.
Secretary ..... Mrs. Polly Wylie

OFFICE OF ADMISSIONS

Director of Admissions ..... Robert W. Abrams, M.Div.
Assistant Director of Admissions ..... T. Wayne Smith, B.S.
Student Recruiter ..... James William Ellis, B.S.
Secretary ..... Mrs. Freddie R. Sisk
Secretarial Assistant ..... Mrs. Mary Ann Moffitt

LIBRARY

Library Director ..... Alton H. (Bill) Malone, M.S.L.S.
Assistant Librarian—Cataloging ..... Mrs. Joy Y. Sandifer, M.L.S.
Assistant Librarian—Acquisitions ..... Mrs. Mary Jo Bracken, M.L.S.
Library Assistant, Acquisitions ..... Mrs. LaLene H. Washburn
Secretarial Assistant ..... Mrs. Grace C. Harmon
Secretarial Assistant ..... Mrs. Mary B. Jones
Secretarial Assistant ..... Mrs. Judy Bryant
Secretarial Assistant ..... Mrs. Vicki S. Walker

RADIO STATION

Manager, Radio Station WGWG ..... Ellis T. Greenway, A.B.

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Coordinator of Business Affairs
and Business Manager ..... Floyd D. Sawyer, B.A.
Secretary and Associate ..... Mrs. Nita B. Lefler

Assistant in the Business Office ..... Mrs. Marie B. Martin, B.S.
Secretary in the Business Office ..... Mrs. Joann W. Lutz
Secretary in the Business Office ..... Mrs. Nan Sneed
Switchboard Operator ..... Mrs. Shirley H. Washburn
College Hostess ..... Mrs. Bettye F. McGraw

BOOKSTORE

Co-Managers ..... Mrs. Beth P. Lindemann, B.A.
Mrs. Catherine B. Jolley

PHYSICAL PLANT OPERATIONS

Superintendent of Buildings and Grounds ..... J. Horace Scruggs
Assistant Superintendent of Buildings and Grounds ..... Willie Hall
Assistant in Physical Plant Operations ..... Julius Hoyle
Assistant in Physical Plant Operations ..... Clifford Ledford
Chief Security Officer ..... Gordon Washburn
Security Officer ..... Paul M. Magill
Secretary ..... Mrs. Judy S. Evans

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Coordinator of Development, Alumni, and Deferred Giving ..... William J. Briggs, M.A.
Division Office Manager ..... Mrs. Janelle H. Hicks
Director of Alumni Activities ..... Jerry E. McGee, M.A.
Secretary ..... Mrs. Jane R. Reynolds

OFFICE OF THE COORDINATOR OF STUDENT PERSONNEL SERVICES

Acting Coordinator of Student Personnel Services ..... L. Martin Banner, B.S.
Advisor to Student Government Association ..... Melvin R. Lutz, Jr., M.A.
Secretary .....
Director of Women's Services ..... Miss Ruth C. Kiser, M.A.
Director of Financial Aid and Placement .....
Director of Counseling ..... Arthur Raymond Pople, III, M.R.E.
Secretary ..... Mrs. Margaret H. King, B.S.M.

DORMITORIES

Residence Director, Stroup ..... Mrs. Louise R. Jenkins
Residence Director, Nanney ..... Mrs. Jewel C. Goodwin
Residence Director, H.A.P.Y. ..... Mrs. Isabel B. Harkins
Residence Director, Decker ..... Mrs. Elizabeth M. Felsberg

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Coordinator of Athletics and Public Relations, Athletic Director, Head Basketball Coach ..... Edwin C. Holbrook, M.A.
Associate Athletic Director, and Executive Secretary, Bulldog Club ..... Ron D. Hooper, M.A.
Secretary, Athletic Department, Bulldog Club ..... Mrs. Nellie J. Hawkins
Director of Public Relations ..... Van Cletus Scott, Jr., A.B.
Secretary ..... Mrs. Mildred B. Poston, A.A.

OFFICE OF THE COORDINATOR OF RELIGIOUS AFFAIRS AND COLLEGE MINISTER

Coordinator of Religious Affairs and College Minister ..... Charles W. Freeman, B.D.
Secretary ..... Mrs. Ann H. Weaver

OFFICE OF CULTURAL AND CREATIVE ACTIVITIES

Director ..... E. Eugene Poston, Ph.D.
Associate Director ..... George R. Cribb, Ed.D.

FACULTY

ERNEST EUGENE POSTON (1959)*, Ph.D., President of the College

A.A., Gardner-Webb College; B.A., Wake Forest University; M.Div., Th.M., Ph.D., Southern Baptist Theological Seminary; Additional Study, Southern Baptist Theological Seminary.

THOMAS JEFFERSON McGRAW (1962), M.A., Executive Vice President and Dean of the College

Gardner-Webb College; B.S., Wake Forest University; M.A., Appalachian State University; Additional Study, Duke University.

ROBERT WHITE ABRAMS (1962), M.Div., Director of Admissions

A.A., Gardner-Webb College; A.B., Wake Forest University; M.Div., Southern Baptist Theological Seminary.

GARLAND H. ALLEN (1961), Ph.D., Professor, Religion, History

B.A., Ouachita Baptist College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A., Memphis State University; Additional Study, Memphis State University.

JOE CLEAMON ALLEN (1969), M.A., Associate Professor, Business

A.A., Wingate College; B.S., Pfeiffer College; M.A., Appalachian State University; Additional Study, West Virginia University.

CHARLES S. ANDREWS (1960), Ph.D., Chairman, Department of Foreign Languages and Literature; Professor, French

A.B., Wofford College; M.A., Emory University; Additional Study, Sorbonne, University of Paris; Ph.D., Florida State University.

DECK W. ANDREWS (1962), M.S.B.A., Chairman, Department of Business Administration; Professor, Business

A.A., Lees-McRae College; A.B., Wofford College; M.S.B.A., University of Georgia; Additional Study, Appalachian State University, Western Carolina University.

DORIS VANCE BANNER (1970), M.A., Assistant Professor, Mathematics

A.A., Gardner-Webb College; B.S., M.A., Appalachian State University; Additional Study, University of North Carolina—Chapel Hill, University of North Carolina —Asheville, Clemson University, Appalachian State University.

LUTHER MARTIN BANNER (1970), B.S., Acting Coordinator of Student Personnel Services

B.S., Appalachian State University; Additional Study, Western Carolina University.

GILMER WARREN BLACKBURN (1968), Ph.D., Assistant Professor, History

A.A., Gardner-Webb College; B.A., M.A., Wake Forest University; Ph.D., University of North Carolina—Chapel Hill.

ROBERT REID BLACKBURN (1958-62; 1969), Ed.D., Chairman, Department of Health Education and Physical Education; Professor, Health Education, Physical Education

A.A., Gardner-Webb College; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers.

ERNEST MONROE BLANKENSHIP (1965), M.A., Associate Professor, English

B.S., Western Carolina University; M.Div., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University, University of North Carolina—Chapel Hill.

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* *The date after a name indicates the first year at Gardner-Webb College*

MARY JO BRACKEN (1974), M.L.S., Assistant Librarian, Acquisitions
A.B., Manhattanville College; M.L.S., Simmons College; Additional Study, Boston State College.

LOIS BULL BRADLEY (1967), B.S., Instructor, Nursing
R.N., B.S., Lenoir Rhyne College—Grace Hospital School of Nursing; Additional Study, Lenoir Rhyne College.

WILLIAM J. BRIGGS (1971), M.A., Coordinator of Development, Alumni, and Deferred Giving
B.S., Pfeiffer College; M.A., Western Carolina University; Additional Study, Michigan State University.

JOYCE COMPTON BROWN (1966), Ph.D., Associate Professor, English
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.

LESLIE MORRIS BROWN (1966), Ph.D., Associate Professor, Biology
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.

RAY KENT BRUMBAUGH (1972), M.S., Assistant Professor, Psychology
B.S., Juniata College; M.S., Acadia University (Nova Scotia).

JERRY ZEB BRYSON (1966), M.A., Assistant Professor, Health Education, Physical Education; Head Baseball Coach
B.S., Pfeiffer College; M.A., Appalachian State University.

RANDOLPH ERWIN CAROTHERS (1968), Ed.D., Chairman, Department of Education; Professor, Education
B.S., Presbyterian College; M.A., University of South Carolina; Ed.D., Florida State University; Additional Study, Appalachian State University, University of North Carolina—Chapel Hill, North Carolina State University, Winthrop College.

BETTYE McCLURE CARPENTER (1965), M.A., Associate Professor, Psychology, Speech
A.A., Gardner-Webb College; A.B., Meredith College; M.A., University of North Carolina—Chapel Hill; Additional Study, Appalachian State University, North Carolina State University, University of North Carolina—Chapel Hill, Western Carolina University.

WALLACE REID CARPENTER (1964), M.A., Associate Professor, Data Processing, Business
B.S., M.A., Appalachian State University; Additional Study, University of North Carolina—Chapel Hill, IBM School of Computer Science.

RALPH LOGAN CARSON (1973), Th.M., Assistant Professor, Religion
A.B., Shaw University; B.D., Hartford Seminary; Th.M., Louisville Presbyterian Seminary; Ph.D. Candidate, Drew University.

CLYDE S. CASH (1965), M.A.T., Assistant Professor, Biology, Chemistry
B.S., Clemson University; M.A.T., Converse College; Additional Study, Clemson University.

RICHARD GEORGE CHALCRAFT (1969-71; 1974), Ph.D., Associate Professor, Geology
B.A., University of Buffalo; M.S., University of North Carolina; Ph.D., University of North Carolina—Chapel Hill.

JEFFREY (CHIT-FU) CHANG (1966), Ph.D., Associate Professor, Mathematics
B.S., M.S., Western Illinois University; Ph.D., University of Georgia.

PERVY AUGUSTUS CLINE, JR. (1966), M.A., Associate Professor, Ancient Languages and Literature

B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; M.A., University of North Carolina—Chapel Hill; Additional Study, University of North Carolina—Chapel Hill.

J. DEWBERRY COPELAND (1972), Ed.D., Professor, Business, Economics

B.S., M.A., University of Florida; Ed.D., New York University.

BETTY SMITH COX (1968), Ph.D., Chairman, Department of English Language and Literature; Professor, English

Averett College; Ph.B., Northwestern University; M.A., Ph.D., University of Pittsburgh; Postdoctoral Research, University of California—Los Angeles.

BARBARA JENSEN CRIBB (1969), M.Ed., Assistant Professor, Education, Art

B.S., Mississippi College; M.Ed., North Texas State University; Additional Study, Western Kentucky University, Campbellsville College, University of Florida, Western Carolina University.

GEORGE ROBERT CRIBB (1969), Ed.D., Chairman, Department of Fine Arts; Professor, Music

B.A., Wake Forest University; M.A., Teachers College, Columbia University; Ed.D., North Texas State University; Additional Study, University of Kentucky, University of York (England).

ALICE RAE CULLINAN (1974), Ed.D., Assistant Professor, Religious Education, Religion

B.A., Carson-Newman College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary.

ROBERT LEE DECKER (1970), M.R.E., M.A., Assistant Professor, Music

B.M., University of Miami; M.R.E., Southern Baptist Theological Seminary; M.A., Appalachian State University.

HUBERT CONRAD DIXON (1935), M.A., Chairman, Department of Mathematics and Physics; Professor, Mathematics

A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., University of North Carolina—Chapel Hill; Additional Study, Clemson University, Florida State University, Vanderbilt University.

JOHN R. DRAYER (1973), Ph.D., Assistant Professor, Religion

B.A., Belmont College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary.

ANTHONY FINLEY EASTMAN (1966), Ph.D., Associate Professor, History

B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi.

DOROTHY W. EDWARDS (1946), A.B., Registrar

A.A. Gardner-Webb College; A.B., Meredith College.

ELLIS, JAMES WILLIAM (1975), B.S., Student Recruiter

B.S., Gardner-Webb College.

MARGARET M. FARFOUR (1973), B.S., Instructor, Nursing

B.S., Duke University.

CHARLES WILLIAM (BUDDY) FREEMAN (1968), B.D., Coordinator of Religious Affairs and College Minister

A.A., Gardner-Webb College; B.A., Carson-Newman College; B.D., Southeastern Baptist Theological Seminary.

WILLIAM HARDIN FREEMAN (1972), Ph.D., Assistant Professor, Health Education, Physical Education

B.A., Wake Forest University; M.A.T., Duke University; M.S., Ph.D., University of Oregon.

ROGER GARY GADDIS (1974), Ph.D., Associate Professor, Psychology

B.A., University of North Carolina—Charlotte; M.A., University of Tennessee; Ph.D., University of South Carolina.

ELLIS TROY GREENWAY (1974), A.B., Manager, Radio Station WGWG

A.B., Lenoir Rhyne College; Additional Study, Southeastern Baptist Theological Seminary.

FRANKLIN KEITH GRIGGS (1965), M.A., Assistant Professor, Business

B.S., M.A., Appalachian State University; Additional Study, IBM School of Computer Science, University of North Carolina—Charlotte.

NELL SELF GRIGGS (1965), M.A., Assistant Professor, Health Education, Physical Education

A.B., Lenoir Rhyne College; M.A., Appalachian State University; Additional Study, Western Carolina University.

JAMES FRANKLIN GUDGER, JR. (1975), M.A.T., Assistant Football Coach

B.S., East Carolina University; M.A.T., Western New Mexico University.

HOWARD CONLEY HAIRE (1973), Ph.D., Professor, Business

B.S., M.S., Catholic University; Ph.D., Walden University; C.P.A.

**BARRY EDMOND HAMBRIGHT (1969), M.A., Assistant Professor, History, Political Science

A.A., Gardner-Webb College; B.A., Carson-Newman College; M.A., University of Massachusetts; Ph.D. Candidate, University of South Carolina.

MICHAEL A. HARRELSON (1968), Ph.D., Chairman, Department of Biology, Chemistry, and Geology; Professor, Biology

A.A., Gardner-Webb College; B.S., M.A., Appalachian State University; Ph.D., University of Georgia; Additional Study, Bowling Green State University.

JAMES P. HENSON (1957-62; 1968), Ed.D., Chairman, Department of Psychology; Professor, Psychology

A.A., Warren Wilson Junior College; B.S., M.A., Appalachian State University; B.D., Southeastern Baptist Theological Seminary; Ed.D., Indiana University.

ELIZABETH EGGERS HILL (1963-65; 1966), M.A., Assistant Professor, Music

B.S., M.A., Appalachian State University; Additional Study, Westminster Choir College.

JERRY RANDOLPH HILL (1963), D.M.E., Associate Professor, Music

B.S., M.A., Appalachian State University; D.M.E., University of Oklahoma.

** *On Leave*

BARBARA WALKER HOLBROOK (1964), M.A., Assistant Professor, Health Education, Physical Education
A.B., Lenoir Rhyne College; M.A., Appalachian State University.

EDWIN CHARLES HOLBROOK (1964), M.A., Coordinator of Athletics and Public Relations; Athletic Director; Head Basketball Coach
A.B., Lenoir Rhyne College; M.A., Appalachian State University

RON DALE HOOPER (1968-69; 1970), M.A., Associate Athletic Director and Executive Secretary, Bulldog Club; Assistant Basketball Coach
B.S., University of North Carolina—Chapel Hill; M.A., Appalachian State University.

JOE BEN HOYLE (1972), M.A., Assistant Professor, Business
B.A., C.P.A., Duke University; M.A., Appalachian State University.

LEE OVAL JAYNES (1975), M.A., Instructor, Physical Education; Head Football Coach
B.S., Appalachian State University; M.A., University of North Carolina—Chapel Hill.

MARION LANSFORD JOLLEY (1957), M.A., Ed.S., Chairman, Department of Social Sciences; Professor, Social Science
A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., Ed.S., George Peabody College for Teachers; Additional Study, George Peabody College for Teachers, Florida State University.

PAUL WISEMAN JOLLEY (1962), Ed.D., Professor, Mathematics
B.S., M.A., Appalachian State University; M.A.T., University of North Carolina —Chapel Hill; Ed.D., Florida State University.

DORIS JONES (1956), M.R.E., M.A.T., Associate Professor, Sociology
B.A., Furman University; M.R.E., Southwestern Baptist Theological Seminary; M.A.T., University of North Carolina—Chapel Hill; Additional Study, University of Colorado, University of North Carolina—Chapel Hill, University of Tennessee.

RUTH C. KISER (1961-64; 1969), M.R.E., M.A., Director of Women's Services
A.A., Wingate College; B.S., Carson-Newman College; M.R.E., New Orleans Baptist Theological Seminary; M.A., Appalachian State University.

ROBERT L. LAMB (1962), Ed.D., Professor, Religious Education, Religion
B.A., Stephen F. Austin State College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary; Additional Study, Westminister Choir College, Baylor University, University of Houston, North Carolina State University, Appalachian State University.

GRACE CRAIG LEE (1965), M.S., Director, Nursing
R.N., Rutherford Hospital School of Nursing; B.S.N.Ed., Florida State University; M.S., University of North Carolina—Chapel Hill; Additional Study, The Margaret Hogue Maternity Hospital.

JOHN THURMAN LEWIS (1964), Th.D., Professor, Religion, Ancient Languages and Literature
B.A., Mississippi College; B.D., Th.D., New Orleans Baptist Theological Seminary; M.A., Johns Hopkins University; Additional Study, Baltimore Hebrew College.

BETH POSTON LINDEMANN (1973), Co-Manager, Bookstore
B.A., Campbell College.

BETTY HOYLE LOGAN (1957), M.A., Assistant Professor, Business
B.S.S.A., University of North Carolina—Greensboro; M.A., Appalachian State University.

MELVIN ROSCOE LUTZ, JR. (1969), M.A., Assistant Professor, Ancient Languages and Literature

A.A., Gardner-Webb College; B.A., Mars Hill College; M.A., Florida State University; Additional Study, Florida State University.

ALTON H. (BILL) MALONE (1969), M.S.L.S., Library Director

B.A., Carson-Newman College; M.S.L.S., University of Illinois.

LEROY FRANCIS McDONALD (1973), J.D., Assistant Professor, Economics

B.A., M.A., LL.B., J.D., Boston University.

JERRY EDWARD McGEE (1975), M.A., Director of Alumni Activities

B.S., East Carolina University; M.A., Appalachian State University.

ROBERT EARLE MORGAN (1967), Ph.D., Associate Professor, French, Mathematics

A.B., Lenoir Rhyne College; M.Ed., Ph.D., University of North Carolina—Chapel Hill; Additional Study, University of North Carolina—Chapel Hill.

MARTIN ARTHUR MOSELEY, JR. (1950), M.S., Professor, Chemistry

B.S., Wofford College; M.S., North Carolina State University; Additional Study, University of North Carolina, Duke University, University of Wyoming, North Carolina State University.

MARION VANN MURRELL (1967), Ph.D., Chairman, Department of Religious Studies and Philosophy; Professor, Religion

B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., University of Edinburgh (Scotland), Additional Study, Duke University, University of Heidelberg (West Germany).

ARTHUR GEORGE NUHRAH (1969), Ph.D., Professor, History

B.A., M.A., Ph.D., The Tulane University of Louisiana.

THIRLEN OSBORNE (1957), M.A., Professor, English

A.B., Kentucky Wesleyan College; M.A., University of Kentucky; Ph.D. Candidate, University of North Carolina—Chapel Hill.

DIANE HICKS PACKARD (1967), B.A., Assistant to the Executive Vice President and Dean of the College

A.A., Gardner-Webb College; B.A., Limestone College.

CLARENCE SHERMAN PARRISH (1970), Ph.D., Associate Professor, Chemistry

A.B., Berry College; Ph.D., University of Mississippi

PHIL DANIEL PERRIN (1969), D.M.A., Professor, Music

B.S., University of Tennessee; M.C.M., D.M.A., Southwestern Baptist Theological Seminary.

LINDA HESTER PHILLIPS (1972), Instructor, Nursing

R.N., B.S., Lenoir Rhyne College.

ARTHUR RAYMOND POPLE, III (1974), M.R.E., Director of Counseling

B.A., Mississippi College; M.R.E., Southwestern Baptist Theological Seminary; Ed.D. Candidate, Southwestern Baptist Theological Seminary.

DAN W. PROCTOR (1969), Th.D., Assistant Dean

A.A.,Southwest Baptist College; B.A., Howard Payne College; B.D., Th.D., Southwestern Baptist Theological Seminary.

LAUNITA EYE PROCTOR (1969), M.R.E., M.Ed., Assistant Professor, Health Education, Physical Education

A.A., Kansas City Junior College; B.S., Oklahoma Baptist University; M.R.E., Southwestern Baptist Theological Seminary; M.Ed., Texas Christian University; Additional Study, Appalachian State University.

JAMES HUBERT RASH (1965), M.Ed., Associate Professor, Art

A.A., Wingate College; B.A., Columbia College; M.Ed., Clemson University; Additional Study, Winthrop College, University of South Carolina, Furman University, Appalachian State University, East Tennessee State University; Private Study, Portland Museum Art School, J. L. Settlemeyer, Dayrell Kortheurer, Sculpture (Bronze Casting), Penland School of Crafts.

DONALD EDWARD REED (1966), M.A., Assistant Professor, Geography

A.A., Thornton Junior College; B.A., Augustana College; M.A., University of Iowa; Additional Study, University of Tennessee.

ROBERT LEE REYNOLDS (1971), M.M., Instructor, Music

B.A., Campbellsville College; M.M., University of Kentucky; Additional Study, George Peabody College for Teachers; Florida State University.

LARRY L. SALE (1971), Ed.D., Professor, Education

B.S., M.A., Appalachian State University; Ed.D., Indiana University.

JOY YOUNG SANDIFER (1967), M.L.S., Assistant Librarian, Cataloging

B.A., Mississippi College; M.L.S., University of Mississippi; Additional Study, Mississippi College, New Orleans Baptist Theological Seminary, Appalachian State University.

JOHN KENNETH SANFORD (1966), M.A., Assistant Professor, Health Education, Physical Education; Assistant Football Coach

A.A., Gardner-Webb College; B.S., M.A., Western Carolina University.

FLOYD DANIEL SAWYER (1975), B.A., Coordinator of Business Affairs and Business Manager

B.A., Duke University.

DENZIL RALPH SCHOOLCRAFT (1972), Ed.D., Associate Professor, Education

B.Ed., M.Ed., University of Miami; Ed.D., University of Georgia.

VAN CLETUS SCOTT, JR. (1975), A.B., Director of Public Relations

A.B., University of Georgia.

MANUEL ALLEN SETZER (1965) M.A.T., Associate Professor, Spanish

A.B., Lenoir Rhyne College; M.A.T University of North Carolina—Chapel Hill; Additional Study, University of New Mexico, La Universidad Interamericana (Mexico).

THOMAS WAYNE SMITH (1972), B.S., Assistant Director of Admissions

B.S., Gardner-Webb College.

WILLIAM B. STOWE (1965-68; 1969), M.A., Associate Professor, English

B.A., St. Andrews Presbyterian College; M.A., Appalachian State University; Ph.D. Candidate, University of South Carolina.

JAMES KANIPE TAYLOR (1964), M.A., Associate Professor, English

B.A., Carson-Newman College; M.A., Appalachian State University; Additional Study, Indiana University of Pennsylvania; Ph.D. Candidate, Indiana University of Pennsylvania.

JESSE LEE TAYLOR (1965), M.A., Assistant Professor, Social Science
B.S., M.A., Appalachian State University; Additional Study, University of North Carolina—Chapel Hill, University of Missouri, Appalachian State University.

JOHN ZACHARY TAYLOR (1974), M.A., Instructor, Physical Education; Assistant Football Coach
A.A., Gardner-Webb College; B.S., M.A., Western Carolina University.

RONALD LEWIS THOMAS (1975), M.S., Instructor, Biology
B.S., Gardner-Webb College; M.S., Clemson University.

SHIRLEY PUTMAN TONEY (1965), M.Ed., Assistant Director, Nursing; Assistant Professor, Nursing
R.N., North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest University; M.Ed., North Carolina State University; Additional Study, Southwestern Baptist Theological Seminary.

ROBERT LEE TREXLER (1964), M.A., M.Div., Assistant Professor, Religion, Social Science
Gardner-Webb College; B.A., Wake Forest University; B.D., M.Div., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University.

SUSAN SUTTON UPCHURCH (1972), Instructor, Nursing
R.N., B.S.N., East Carolina University.

WILLIAM HARRILL WITHROW, SR. (1969), B.S., Assistant Professor, Political Science, Geography
B.S., U.S. Naval Academy; Ph.D. Candidate, University of North Carolina—Chapel Hill.

ALUMNI ASSOCIATION

Membership—All former students, graduates and non-graduates, are considered members of the Alumni Association.

Meetings—A general business meeting and banquet is held in the spring. Officers and directors have business meetings the third Saturday of the first month of each quarter.

Purpose—The purpose of the Alumni Association is to provide an opportunity for the alumni to express their interest in the College through voluntary service, to organize local chapters, to keep in constant touch with the members of the association, and to promote the welfare of the entire College for the mutual benefit of both the College and the alumni.

Program—In addition to the spring meeting, the general association promotes homecoming in the fall. Chapters have their own meetings according to their desires. The main emphases are communication and fellowship among the Alumni and College Community and support of the College, especially through the Annual Fund (Living Endowment).

Alumnus of the Year—Selection is made by the Board of Trustees of the College. The award is presented by the Chairman of the Board of Trustees in the spring.

Distinguished Service Awards—Selections are made by the Awards Committee of the Alumni Association Board of Directors. Three awards are presented in the spring to individual alumni for:

Service to denomination and church,
Service to community,
Service to Gardner-Webb College.

GARDNER-WEBB COLLEGE

Enrollment 1974-75

	Men	*Women*	*Total*
1974 Summer School	242	225	467
Regular Session			
Seniors	209	135	344
Juniors	172	125	297
Sophomores	195	200	395
Freshmen	323	257	580
Specials	26	41	67
Regular Session Totals	925	758	1683
Grand Total	1167	983	2150

ROSTER OF GRADUATES

August 10, 1974

Associate in Arts

Diane Nelson Young, Nursing ..... Kernersville, N.C.

Bachelor of Science

Wanda Sarratt Allen, Intermediate Education ..... Boiling Springs, N.C.
Joseph Eddie Bennett, Psychology ..... Westfield, N.C.
Peggy Raye Caldwell, Mathematics ..... Cowpens, S.C.
*Frances Shokes Campbell, Business Administration ..... Gaffney, S.C.
Daniel Edward Cody, Health & Physical Education ..... Lenoir, N.C.
Vickie Irene Costner, Data Processing ..... Kings Mountain, N.C.
Brenda Cabaniss Curtis,
Early Childhood Education ..... Boiling Springs, N.C.
Marvin Stewart Hamrick, Psycology ..... Shelby, N.C.
Phillip Bowen Herndon, Data Processing ..... Greensboro, N.C.
Earle Fletcher Kirkland, Business Administration ..... Spartanburg, S.C.
David Wilson Knox, Health & Physical Education ..... Carolina Beach, N.C.
Michael Ray Laughter, Health & Physical Education ..... Icard, N.C.
Catherine Hall Livingston, Early Childhood Education ..... Taylors, S.C.
Jerry Kinard Livingston, Jr., Biology ..... North, S.C.
Carol Joan Long, Business Administration ..... Rutherfordton, N.C.
Kenneth Ray Long, Health & Physical Education ..... Elizabethton, Tenn.
Robert Randall Mace, Biology ..... Greenville, S.C.
Julius Harold Martin, Business Administration ..... Casar, N.C.
Pamela Ann Martin, Early Childhood Education ..... Atlanta, Ga.
David Timothy McIntosh, Health & Physical Education ..... Greenville, S.C.
Deborah Ann McMillan, Early Childhood Education ..... Lenoir, N.C.
*Everette Richard McSwain, Business Administration ..... Shelby, N.C.
Marilyn Cole Moore, Psychology ..... Shelby, N.C.
Evelyn Shillinglaw Morehead, Intermediate Education ..... Shelby, N.C.
*Deborah Dianne Morrison, Early Childhood Education ..... Forest City, N.C.
Steven Phillips Murray, Business Administration ..... Clarksville, Va.
Michael Grady Neas, Health & Physical Education ..... Greenville, S.C.
Gregory Lynn Payseur, Health & Physical Education ..... Cherryville, N.C.
Marvin Michael Pope, Health & Physical Education ..... Monroe, N.C.
Daniel Alan Potts, Intermediate Education ..... Stanley, N.C.
William Counts Scott, Data Processing ..... Greenwood, S.C.
*Nancy Jean Self, Business Administration ..... Gastonia, N.C.
Henry Preston Shiflet, Business Administration ..... Greenville, S.C.
Charles Gene Shillinglaw, Health & Physical Education ..... York, S.C.
Dakyns Brokenbrough Stover, III,
Business Administration ..... Greenville, S.C.
*Martha Raye Surratt, Intermediate Education ..... Boiling Springs, N.C.
Thomas Furman Tapp, Business Administration ..... Greer, S.C.
Michael Phillip Vaughn, Business Administration ..... Greensboro, N.C.
Michael Shuford Wilkinson, Business Administration ..... Greensboro, N.C.
Doris Cline Yoder, Early Childhood Education ..... Lincolnton, N.C.

**Cum Laude*

Bachelor of Arts

Thomas Dwight Baldwin, Social Science	Mooresboro, N.C.
Brenda Kay Powell Caldwell, English	Mocksville, N.C.
Sanford Henry Fishel, III, Social Science	Winston-Salem, N.C.
Clarence Michael Godfrey, History	Forest City, N.C.
Max Nyle Jolley, Religion	Mayo, S.C.
Patricia Ann Kramer, English	Fairmont, N.C.
Michael Edwin Matheny, Music Education	Ellenboro, N.C.
Samuel Arnold Metcalf, Social Science	Spindale, N.C.
Jack Cathey Moore, II, Social Science	Stanley, N.C.
Stewart Vernell Morgan, Social Science	Six Mile, S.C.
Timothy Keith Norman, Religion	Sylva, N.C.
Michael Dale Philbeck, Religious Education	Shelby, N.C.
Marcia Ritchie Reavis, French	Salisbury, N.C.
Lawrence Edward Robertson, Biblical Literature & Languages	Forest City, N.C.
James Stephen Sells, Religion	Salisbury, N.C.
*Bobby Ray Stafford, Religion	Winston-Salem, N.C.
*Patricia Russ Thompson, Social Science	Shelby, N.C.
Gregory Michael Thornton, Religion	Spindale, N.C.

December 14, 1974

Bachelor of Science

*Joyce Bell Abernethy, Psychology	Forest City, N.C.
*Ronnie David Adkins, Data Processing	Collinsville, Va.
Patricia Maxwell Archer, Psychology	Shelby, N.C.
Charles Wayne Beason, Data Processing	Shelby, N.C.
Philip James Bouchard, Intermediate Education	Lexington, N.C.
Joseph Lee Brady, Health & Physical Education	Bennett, N.C.
Charles O'Neill Casey, Health & Physical Education	Enoree, S.C.
Steven Timothy Cherry, Biology	Gastonia, N.C.
*Robert Earl Cribb, Mathematics	Boiling Springs, N.C.
Dan Austin Dobson, Business Administration	Greer, S.C.
Edwin Lewis Ervin, Business Administration	Shelby, N.C.
Charles Henry Gaskins, Health & Physical Education	Greenville, S.C.
Truett Michael Gray, Business Administration	Andrews, N.C.
Barbara Bridges Greene, Early Childhood Education	Boiling Springs, N.C.
*Dan Frederick Greer, Mathematics	Shelby, N.C.
Carson Matheson Griggs, Health & Physical Education	Cheraw, S.C.
Richard Charles Grissom, Health & Physical Education	Washington, N.C.
Danny Lawrence Ham, Business Administration	Blacksburg, S.C.
William Jethroe Hamilton, Business Administration	Rutherfordton, N.C.
Lora Frances Harrison, Early Childhood Education	Easley, S.C.
Douglas Terrence Hopper, Business Administration	Charlotte, N.C.
Leonard Stewart Houston, Business Administration	Winston-Salem, N.C.
Jimmy Byrnes Huskey, Health & Physical Education	Chesnee, S.C.
Vickie Dianne Johnson, Early Childhood Education	Shelby, N.C.
Winona Marion Jolley, Early Childhood Education	Chesnee, S.C.
Robert Gaffney Laney, III, Psychology	Shelby, N.C.
Alvin Yat Kay Law, Data Processing	Causeway Bay, Hong Kong
Billy Stowe Leonhardt, Health & Physical Education	Lincolnton, N.C.
Minnie Lou Lipscomb, Mathematics	Gaffney, S.C.

Cum Laude

Angela Diane Martin, Early Childhood Education ..... Boone, N.C.
Margo Jolley Matheny, Early Childhood Education ..... Cliffside, N.C.
John Michael Mattson, Business Administration ..... Yorktown, Va.
Claude Evan McDowell, Jr., Psychology ..... Inman, S.C.
Martin Arthur Moseley, III, Biology ..... Boiling Springs, N.C.
Robert Thomas Mullican, Business Administration ..... Binghamton, N.Y.
Jane Pressly Parrish, Early Childhood Education ..... Gaffney, S.C.
Barbara Lynn Puckett, Early Childhood Education ..... Charlotte, N.C.
Henry James Reeves, Biology ..... Ellenboro, N.C.
*Gloria Ann Revis, Intermediate Education ..... Fairfax Station, Va.
Robert Lee Rinehardt, Business Administration ..... Shelby, N.C.
Cynthia Anne Ruppe, Early Childhood Education ..... Shelby, N.C.
Lillie Marie Shehan, Intermediate Education ..... Rutherfordton, N.C.
Raymond Keith Sisk, Mathematics ..... Forest City, N.C.
Susan Elaine Skidmore, Early Childhood Education ..... Cornelius, N.C.
Arnold Dean Smith, Health & Physical Education ..... Forest City, N.C.
Susan Lee Smith, Intermediate Education ..... Charlotte, N.C.
Michael Smith Stephens, Health & Physical Education ..... Greer, S.C.
Steve Curry Taylor, Business Administration ..... Greenville, S.C.
*Ervin Ross Wagner, General Science ..... Whitmire, S.C.
Brian Leighton Waters, Business Administration ..... Greensboro, N.C.
*Thomas Dargen Whisnant, II, Business Administration ..... Shelby, N.C.
Terry Gene Wilder, Business Administration ..... Perry, Fla.
Barbara Ann Wilson, Early Childhood Education ..... Sherrills Ford, N.C.

Bachelor of Arts

*Philip Dewey Bailey, Religion ..... Ellenboro, N.C.
Frank Ray Barger, Jr., History ..... Hickory, N.C.
*Michael Joseph Barrett, Religion ..... Roanoke Rapids, N.C.
Harry Gilmore Carter, III, Religious Education ..... Concord, N.C.
Rick Alan Carter, Music ..... Granite Falls, N.C.
Barry Allen Dodson, Music Education ..... Forest City, N.C.
Eugene Mayson Easterling, III, Religion ..... Gaffney, S.C.
*Marcia Leazer Ellis, French ..... Gaffney, S.C.
*Deborah Batson Fisher, Religious Education ..... Easley, S.C.
*Frederick Powell Gillespie, Social Science ..... Bessemer City, N.C.
Johnny Ray Hall, Religion ..... Forest City, N.C.
Max Hamilton, Jr., Music Education ..... Charlotte, N.C.
James Wallace Jernigan, Jr., Religion ..... Hamlet, N.C.
*Brenda Sue Jones, French ..... Raleigh, N.C.
Jack Douglas Jordan, Music Education ..... Taylors, S.C.
Samuel Blair Keeney, Social Science ..... Spartanburg, S.C.
*George Furman Magill, Religion ..... Mill Spring, N.C.
James Elbert Maloney, Religion ..... Gaffney, S.C.
*Nancy Matheny Robbins, History ..... Forest City, N.C.
*Larry Eugene Mullis, Religion ..... Charlotte, N.C.
Thomas Enoch Ponder, Social Science ..... Easley, S.C.
Moddy Raymond Rutledge, III, History ..... Greenville, S.C.
Grady Jeffrey Shoe, Social Science ..... Mooresville, N.C.
Larry Joe Thomas, Religion ..... Wake Forest, N.C.
Larry Bynum Wilson, History ..... Littleton, N.C.
Martha Page Wright, Spanish ..... Richmond, Va.

**Cum Laude*

HONORARY DEGREE

Doctor of Divinity
Gene Lee Watterson

SPECIAL RECOGNITION

Dr. J. Roy Robinson

May 18, 1974

Associate in Arts

†Sandra Rena Christopher, Nursing	Lincolnton, N.C.
Gloria Louise Cline, Nursing	Lexington, N.C.
Clara Susan Daves, Nursing	Asheville, N.C.
Jenny Kiser Davis, Nursing	Bessemer City, N.C.
Melissa Lu Flynt, Nursing	Kernersville, N.C.
Deborah Kay Gentry, Nursing	King, N.C.
Deborah Whitaker Godfrey, Nursing	Forest City, N.C.
Sondra Louise Greene, Nursing	Forest City, N.C.
†Donna Ware Hall, Nursing	Shelby, N.C.
Lynn Ellen Hamrick, Nursing	Shelby, N.C.
Toni Crow Heffner, Nursing	Earl, N.C.
Sharon Elizabeth Henderson, Nursing	Marshall, N.C.
Carol Anne Herdje, Secretarial Science	Palatine, Ill.
Alma Annette Highsmith, Nursing	Willard, N.C.
Rebecca Annette Hutchins, Nursing	Ellenboro, N.C.
Daniel Harris Jolly, Jr., Nursing	Shelby, N.C.
Sarah May Krohn, Nursing	Salisbury, N.C.
Lisa Sloan Laughter, Nursing	Lyman, S.C.
Sherry Gail Loven, Nursing	Morganton, N.C.
Marsha Elaine Lynn, Nursing	Hildebran, N.C.
Sherry Gordon McAbee, Nursing	Gaffney, S.C.
Ruby Morrison Mosteller, Nursing	Shelby, N.C.
†Carolyn Adelia Motsinger, Secretarial Science	Gastonia, N.C.
Mary Lane Nolen, Secretarial Science	Cherryville, N.C.
Voneva Allen Nunn, Nursing	Ellenboro, N.C.
Shelia Maxine Orders, Nursing	Morganton, N.C.
Cathy Bowling Parker, Nursing	Shelby, N.C.
Barbara Louise Payne, Nursing	Shelby, N.C.
Nancy Josephine Pechal, Nursing	Cary, N.C.
Janice Lynn Perkins, Nursing	Forest City, N.C.
Catherine Cornelia Peterson, Nursing	Pittsburg, Pa.
†Mary Louise Poe, Nursing	Shelby, N.C.
Vivian Ladonnies Riley, Nursing	Beatrice, Ala.
Doris Ann Singleton, Nursing	Greer, S.C.
Guynell Ellis Smith, Nursing	Gaffney, S.C.
Cynthia Lee Tolson, Nursing	Thomasville, N.C.
†Melinda Lee Watterson, Nursing	Shelby, N.C.
Deborah Wallace Wells, Nursing	Teachey, N.C.
Vickie Diane Witherspoon, Nursing	Claremont, N.C.

†*Honor Student*

Bachelor of Science

Elizabeth May Abernathy, Early Childhood Education ..... McAdenville, N.C.
Robert Edward Arnold, Business Administration ..... Memphis, Tenn.
Connie Bailey, Early Childhood Education ..... Greenville, S.C.
Ann Baria Baker, Business Administration ..... Charlotte, N.C.
*William Shellem Barkley, Jr., Biology ..... Hickory, N.C.
Nancy Tuttle Barlowe, Early Childhood Education ..... Lenoir, N.C.
Helen Rhumel Barrier, Intermediate Education ..... Concord, N.C.
**Deborah Anne Beasley, Medical Technology ..... Shelby, N.C.
Mary Gwen Biggers, Early Childhood Education ..... Grover, N.C.
*Elsie Reber Blice, Intermediate Education ..... Forest City, N.C.
Roger Eugene Bolds, Psychology ..... Greenville, S.C.
Judy Ann Bowen, Health & Physical Education ..... Shelby, N.C.
*Sandra Cannon Bowers, Early Childhood Education ..... Taylors, S.C.
Romey Forest Bridges, Business Administration ..... Forest City, N.C.
Linda Gilbert Brown, Psychology ..... Forest City, N.C.
Robert McDowell Brown, Jr., Health & Physical Education ..... Drexel, N.C.
*Charles Edwin Burnham, Jr., Biology ..... Lutherville, Md.
Deborah Diane Burns, Health & Physical Education ..... Kings Mountain, N.C.
Robert Lewis Burns, Data Processing ..... Simpsonville, S.C.
***Mary Josephine Byrd, Psychology ..... Lillington, N.C.
Caron Lynn Calvert, Intermediate Education ..... Fayetteville, N.C.
Wallace Reid Carpenter, Jr., Data Processing ..... Rutherfordton, N.C.
Crystal Ann Champion, Early Childhood Education ..... Shelby, N.C.
**Margaret Jong-Hwa Chang, Mathematics ..... Boiling Springs, N.C.
*Elizabeth Crosland Chapman, Early Childhood Education ..... Rutherfordton, N.C.
Talmadge Russell Chapman, Jr., Health & Physical Education ..... Forest City, N.C.
Lee Ramsey Clayton, Data Processing ..... Belmont, N.C.
Miriam Hoyle Cline, Early Childhood Education ..... Lincolnton, N.C.
Charles Homer Cockerham, Jr., Health & Physical Education ..... Jonesville, N.C.
Donna Elaine Cockrell, Intermediate Education ..... Spartanburg, S.C.
Larrie Diane Cooper, Early Childhood Education ..... Union Mills, N.C.
Alan Blaine Curtis, Business Administration ..... Shelby, N.C.
Julian Crocker Davis, Health & Physical Education ..... St. Cloud, Fla.
Robert Lee Decker, Jr., Mathematics ..... Shelby, N.C.
Richard John Dizbon, Intermediate Education ..... Spartanburg, S.C.
David Drewery Dodd, Business Administration ..... Shelby, N.C.
***Christine Self Dukes, Health & Physical Education ..... Casar, N.C.
Dennis Charles Dukes, Health & Physical Education ..... Spindale, N.C.
Valerie Jeanne DuPont, Business Administration ..... Sumter, S.C.
Carroll Fred Edwards, Health & Physical Education ..... Cayce, S.C.
James William Ellis, Health & Physical Education ..... Barium Springs, N.C.
Anthony Augustus Federico, Jr., Psychology ..... Gaffney, S.C.
Suzanne Faires Finger, Psychology ..... Lincolnton, N.C.
*Robert Steven Freeman, Biology ..... Jefferson, N.C.
Daniel Reid Gamble, Business Administration ..... Bessemer City, N.C.
Richard Arthur Gardner, Biology ..... Jefferson, N.C.
William Lawrence Gardner, Business Administration ..... Caroleen, N.C.
***Faith Christine Givens, Medical Technology ..... Bostic, N.C.
Charles William Greene, Health & Physical Education ..... Rutherfordton, N.C.
David Ray Greene, Health & Physical Education ..... Mooresboro, N.C.
***Judy Fox Greene, Biology ..... Mooresboro, N.C.
**Jack Stephen Guthrie, Business Administration ..... Winston-Salem, N.C.
James Richard Hamilton, Psychology ..... Simpsonville, S.C.

Cum Laude
**Magna Cum Laude*
***Summa Cum Laude*

David Lee Hancock, Business Administration ..... Wellford, S.C.
***Emalee Susan Hanna, Biology ..... Shelby, N.C.
Keith Eugene Hayes, Business Administration ..... Roebuck, S.C.
James Livingston Hillman, Business Administration ..... Cumberland, Ky.
Paula Elizabeth Hook, Health & Physical Education ..... Greenville, S.C.
George Russell Horne, Jr., Business Administration ..... Forest City, N.C.
Sheila Diane Horne, Psychology ..... Gaffney, S.C.
Ralph Grady Huffman, Jr., Psychology ..... Conover, N.C.
*Alphaeus Agbakulegbum Iruka,
Business Administration ..... Owerri E.C.S., Nigeria
Godfrey Anthony Iula, Jr., Biology ..... Feasterville, Pa.
*Sylvia Smith Johns, Business Administration ..... Cramerton, N.C.
Richard Kenneth Johnson, Business Administration ..... Denton, N.C.
Sharon Marie Johnson, Mathematics ..... Windsor, N.C.
Melissa Annette Jolley, Biology ..... Boiling Springs, N.C.
Alvin Jones, Business Administration ..... Pompano Beach, Fla.
Randall Lee Jones, Business Administration ..... Greenville, S.C.
Ralph Woodrow Justice, Jr., Biology ..... Shelby, N.C.
Martha Ann Keller, Health & Physical Education ..... Kannapolis, N.C.
Dale Marie King, Intermediate Education ..... Spartanburg, S.C.
Jack Douglas King, Business Administration ..... Kings Mountain, N.C.
Lillian Irene Kwetkowski, Intermediate Education ..... Iron Mountain, Mich.
Hal Scott Ledford, Business Administration ..... Shelby, N.C.
**Terry Lee Ledford, Psychology ..... Mooresboro, N.C.
Jody Carrol Lowery, Data Processing ..... Forest City, N.C.
Amy Elizabeth Mauney, Health & Physical Education ..... Shelby, N.C.
Polly Anna McCoy, Early Childhood Education ..... Cove City, N.C.
***James Norfleet McCrimmon, Biology ..... Concord, N.C.
Michael Stephen McDade, Business Administration ..... Spartanburg, S.C.
Norman Hoyle McDaniel, Intermediate Education ..... Ellenboro, N.C.
Cathy Starlene McHenry, Intermediate Education ..... Spartanburg, S.C.
Judith Peery Minchow, Psychology ..... Spartanburg, S.C.
Frank Olive Morehead, Health & Physical Education ..... Shelby, N.C.
Randall Edwin Oliphant, Health & Physical Education ..... Mooresville, N.C.
James Ellison Outen, Business Administration ..... Cheraw, S.C.
Robert Wayne Putnam, General Science ..... Shelby, N.C.
John Alan Roemer, Business Administration ..... Myrtle Beach, S.C.
*Kay Renee Rollins, Psychology ..... Shelby, N.C.
Dana Wayne Ross, Data Processing ..... Shelby, N.C.
*Shirley Tennyson Scruggs, Early Childhood Education ..... Chesnee, S.C.
Johnny Lee Searight, Health & Physical Education ..... Luverne, Ala.
Marie Diane Self, Early Childhood Education ..... Hickory, N.C.
William Wayne Sinclair, Business Administration ..... Inman, S.C.
Robert Dean Sisk, Psychology ..... Forest City, N.C.
Reuben Gregory Taylor, Health & Physical Education ..... Chamblee, Ga.
Lewis Ray Thomas, Business Administration ..... Asheboro, N.C.
Vernon Grover Truesdale, Jr., Biology ..... Greer, S.C.
*Brenda Kay Tucker, Early Childhood Education ..... High Point, N.C.
Michael Richard Turner, Biology ..... Gaffney, S.C.
Michael Leslie Upchurch, Health & Physical Education ..... Charlotte, N.C.
Carl Richard Walker, Business Administration ..... Shelby, N.C.
Mark Wilson Walker, Business Administration ..... Asheboro, N.C.
Daniel Wayne Walter, Mathematics ..... Society Hill, S.C.
***Wanda Blanton Washburn, Intermediate Education ..... Ellenboro, N.C.

**Cum Laude*
***Magna Cum Laude*
****Summa Cum Laude*

Robert Eugene Williams, Health & Physical Education ..... Towanda, Pa.
Brenda Sue Wilson, Data Processing ..... Sherrills Ford, N.C.
Rebecca Spencer Wilson, Early Childhood Education ..... Forest City, N.C.
Cynthia Alexander Wood, Intermediate Education ..... Kings Mountain, N.C.

Bachelor of Arts

David Ronald Allen, Social Science ..... Kings Mountain, N.C.
Ronald Dennis Arndt, Religion ..... Newton, N.C.
Suzanne Bahakel, Social Science ..... Matthews, N.C.
Terry Maston Barnes, Religious Education ..... Granite Falls, N.C.
*Johnny Eugene Barnhardt, Biblical Literature & Languages ..... Kannapolis, N.C.
Stewart Gordon Barnhill, Religious Education ..... Gastonia, N.C.
***Janie Elaine Barton, Religious Education ..... Rutherfordton, N.C.
Elizabeth Anne Baxter, Religious Education ..... Denmark, S.C.
*David Herman Best, Religious Education ..... Shelby, N.C.
Marilyn Williamson Black, Social Science ..... Charlotte, N.C.
Karen Keith Blanton, Religious Education ..... Spartanburg, S.C.
Brenda Dianne Bridges, Religious Education ..... Lawndale, N.C.
Danny Ray Bridges, Religious Education ..... Gastonia, N.C.
Grady Butler Bumgarner, Religion ..... Hudson, N.C.
Paul Edward Burgess, Religion ..... North Wilkesboro, N.C.
Theodore Douglas Byers, Music ..... Kings Mountain, N.C.
Phillip Craig Campbell, Music Education ..... Gastonia, N.C.
Wofford Boswell Caughman, Jr., Religion ..... Dalzell, S.C.
Elizabeth Kay Causby, Religious Education ..... Dallas, N.C.
*Melanie Johnston Cook, Music Education ..... Gaffney, S.C.
Vickie Lynn Cook, Social Science ..... Pacolet, S.C.
*Carrol Forrest Davis, Religious Education ..... Morganton, N.C.
John William Dougan, English ..... Bessemer City, N.C.
Charles Edward Dyke, Religious Education ..... Gaffney, S.C.
Joe Ronald Edwards, Religion ..... Shelby, N.C.
**Martha Green Edwards, Social Science ..... Shelby, N.C.
Brenda Kaye Evans, Religious Education ..... Hildebran, N.C.
Ricky Thomas Fisher, Religion ..... Sylva, N.C.
Larry Bradford Fulk, Music ..... Pfafftown, N.C.
Oberra Rose Gardin, Religious Education ..... Hendersonville, N.C.
Randy Cecil Gardner, Religion ..... Gaffney, S.C.
Margaret Bridges Green, Music ..... Rutherford College, N.C.
Marvin Ceton Green,
Biblical Literature & Languages ..... Rutherford College, N.C.
John Preston Grimsely, Jr., Religion ..... Lake City, S.C.
Joseph Harvey Harrill, Social Science ..... Gastonia, N.C.
Virginia Hope Hathcock, Music Education ..... Charlotte, N.C.
*Rachel Virginia Hedrick, Social Science ..... Boiling Springs, N.C.
Benjamin Lester Holland, Social Science ..... Spartanburg, S.C.
Otis Lea Hollar, II, Social Science ..... Hickory, N.C.
*Ursula Katherina Hunt, French ..... Rutherfordton, N.C.
*Russell Neal Jenkins, Jr.
Biblical Literature & Languages ..... Baltimore, Md.
Larry David Johnson, Religion ..... Asheville, N.C.
Robert Reid Jones, III, Church Music ..... Forest City, N.C.
David Lewis Laws, Religious Education ..... Durham, N.C.
**Judy Faye Ledford, English ..... Mooresboro, N.C.

**Cum Laude*
***Magna Cum Laude*
****Summa Cum Laude*

David Loyd Levi, Religion	Gaffney, S.C.
Vicki Chyrl Littlejohn, Social Science	Gaffney, S.C.
Michael Julian Lopez, Religious Education	Tallahassee, Fla.
**William Ronald McAfee, Biblical Literature & Languages	Smyrna, S.C.
**Peggy Catherine Messick, Social Science	Salisbury, N.C.
Lenora Diane Morris, Social Science	Salisbury, N.C.
*Claire Heasley Newton, English	Shelby, N.C.
*Roger Eugene Nix, Biblical Literature & Languages	Hudson, N.C.
Edward June Osborne, Religion	Charlotte, N.C.
David Shook Padgett, Church Music	Statesville, N.C.
Elizabeth Bland Paige, Religious Education	Cherryville, N.C.
***Robert Thad Parsons, Jr., Biblical Literature & Languages	Arden, N.C.
Katherine Ann Plemmons, Spanish	Gaffney, S.C.
Robert Junior Plummer, Religion	Madison, N.C.
Mary Jean Pridgen, Religious Education	Rocky Mount, N.C.
Douglas Arnold Puckett, Biblical Literature & Languages	Stoneville, N.C.
Kenneth Ray Reid, Religion	Charlotte, N.C.
*Clement Jeyaneson Richards, English	Colombo, Ceylon
**Dicy Smith Ritchie, Music	Salisbury, N.C.
Gary Linn Robinson, History	Charlotte, N.C.
Edwin Fisher Sansbury, Religion	Hartsville, S.C.
*Kathryn Cassidy Sansbury, History	Hartsville, S.C.
**Elfreida Scruggs, Religious Education	Forest City, N.C.
*Jane Gregg Shooter, Religious Education	Rowland, N.C.
Joan Loreta Sides, Music Education	Tabor City, N.C.
Kenneth Wayne Simpson, Biblical Literature & Languages	Concord, N.C.
**Nancy Virginia Spangler, Music	Shelby, N.C.
Richard Thomas Swanner, Social Science	Albemarle, N.C.
Robert Morgan Taylor, Church Music	Asheville, N.C.
Denise Francis Tom, Spanish	Managua, Nicaragua
Richard Francis Walters, Social Science	Roanoke, Va.
Gerri Ann Ward, English	Winston-Salem, N.C.
Billy Lay Warnock, Social Science	Auburndale, Fla.
Wanda Anne Watson, English	Forest City, N.C.
Mary Cecile Wells, Religious Education	Leicester, N.C.
Marion Cox White, Religious Education	Apex, N.C.
*Paul James White, Biblical Literature & Languages	Morrisville, N.C.
Tommy Lee White, Social Science	Bessemer City N.C.
Gerald Leon Whitley, Religion	Monroe, N.C.
Wayne David Wike, Religion	Charlotte, N.C.
Shelia Rena Wray, Social Science	Lawndale, N.C.

Cum Laude
**Magna Cum Laude*
***Summa Cum Laude*

SUMMARY OF GRADUATES, May 18, 1975

	Men	*Women*	*Total*
Associate in Arts	1	38	39
Bachelor of Science	63	47	110
Bachelor of Arts	49	37	86
	113	122	235

SPECIAL RECOGNITIONS

Dr. Charles Wright Cox
Mrs. Nettie Rayle Gidney

AWARDS

Huggins Citizenship Medal — William Shellem Barkley, Jr.
Curtis Citizenship Medal — Mary Jo Byrd
Senior Scholastic Achievement — Mary Jo Byrd
Junior Scholastic Achievement — Betty Watkins Bridges
Sophomore Scholastic Achievement — Sarah Louise Ormand
Freshman Scholastic Achievement — Shelley Young Greene

INDEX — GARDNER-WEBB COLLEGE

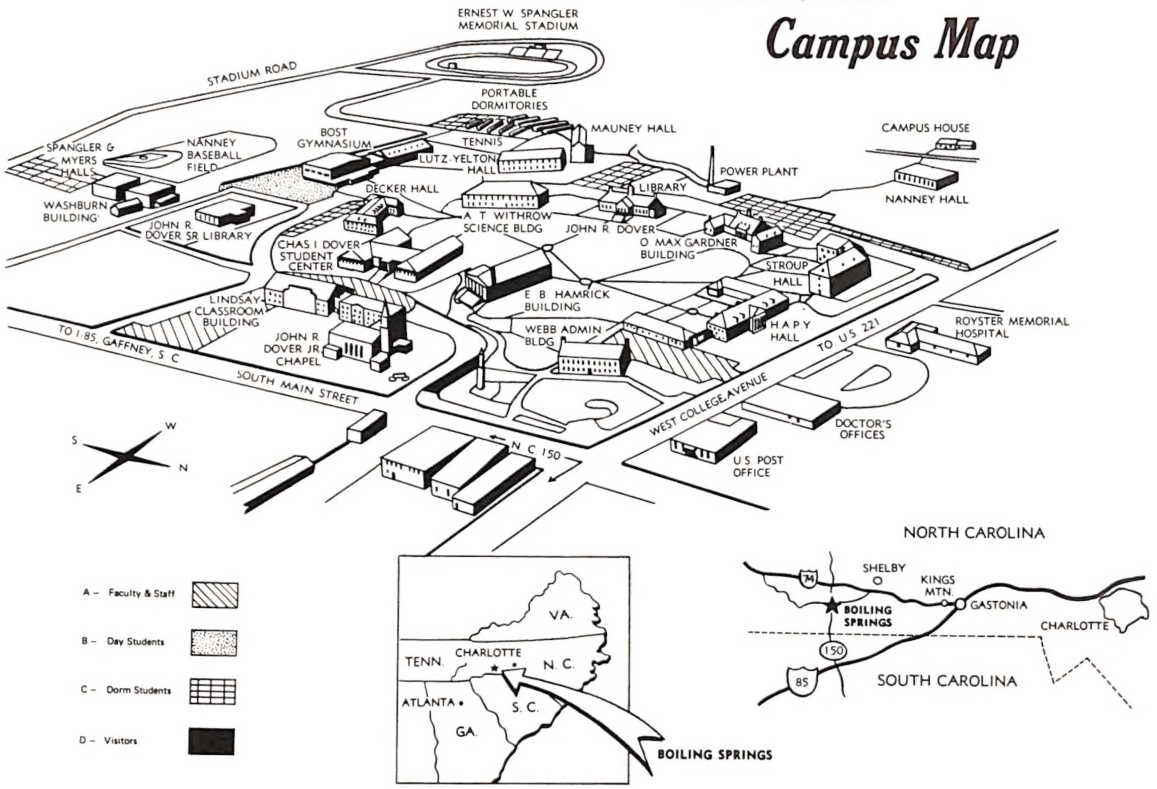
Academic Calendar/135
Academic Information/46
Accreditation/19
Administration/141
Admissions/24
Alumni Association/152
Aramaic/102
Art/91
Associate Degree Program/130
Athletic Program/9
Attendance Regulations/51
Baccalaureate Program/59
Biology/69
Board of Trustees/139
Buildings/13, 21
Business Administration/75
Business Education/77
Chemistry/70
Committees/140
Data Processing/77
Departments of Instruction/59
Economics/79
Education/80
English/85
Expenses/31
Faculty/144
Financial Information/30
Financial Aid/33
Fine Arts/89
French/102
General Information/18
Geology/70
Geography/126
German/103
Grading System/54
Graduation Requirements/57
Greek/103
Guidance and Counseling/10
Health Education/109
Hebrew/103
History/127
History of the College/19
Housing Regulations/11
Latin/103
Library/23
Mathematics/112
Medical Technology/133
Music/92
Nursing/130
Philosophy/124
Physical Education/107
Physics/114
Political Science/128
Psychology/114
Purpose of the College/19
Religious Activities/8
Religion/121
Religious Education/123
Retention Requirements/55
Roster of Graduates/153
Scholarships, Loan Funds/35
Science Education/71
Sociology/129
Spanish/104
Speech/99
Student Life/4
Student Services/10
Theatre Arts/98
Withdrawal/50

The College reserves the right to make necessary changes without further notice.

GARDNER-WEBB COLLEGE

BOILING SPRINGS, N. C. 28017

Campus Map



Asheville	70
Atlanta, Ga.	200
Charlotte	50
Columbia, S. C.	120
Forest City	15
Gaffney, S. C.	15
Gastonia	30
Greenville, S. C.	70
Hickory	40
Lincolnton	25
Morganton	43
Rutherfordton	20
Shelby	9
Spartanburg, S. C.	35



Gardner-Webb College

Boiling Springs,
North Carolina 28017
Telephone No. 704-434-2361